

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary Mastery

Vocabulary is an element of language that links the four skills of listening, speaking, reading and writing altogether. It cannot be separated from learning a language. It plays an important role in understanding a language. It is like the “Everest of language” (Crystal, 1995) Wilkins in Thornbury (2002) assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Therefore, because of this reason, a person needs to master vocabulary first in order to communicate with other people.

The first thing in a person’s mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. According to Celcie Murcia (2001), vocabulary is central to language acquisition, where the language is first, second, or foreign. While, Hatch and Brown (1995) defined vocabulary as a list or a set of particular language or list of a set of words that individual speaker may use. In addition, Hornby (1995) also defined vocabulary as a list of words complete with their meanings. It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

B. The Kinds of Vocabulary

Hatch and Brown (1995) divides vocabulary into two kinds. They are active and passive vocabulary.

a. Active vocabulary

Active vocabulary refers to words which students can understand pronounce correctly, and use constructively in speaking and writing. It is also called as *productive vocabulary*. Having active vocabulary means that the students must know how to pronounce it well, they must be familiar with collocation, idiom and understand the connotation meaning of the word. This type is used in speaking and writing skill.

b. Passive vocabulary

Passive vocabulary are words which students recognize and understand when they occur in a context, but they cannot produce the words correctly. It is also called as *receptive vocabulary*.

Moreover, Aebbersold and Lee Field (1997) classify vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, topping and carton might appear frequently. So, those words can be called as topic-specific or content-specific vocabulary.

Besides that, according to how often (its frequency) and how widely (its range) vocabulary occurs in the language, Nation (2008) distinguishes vocabulary into four kinds as follows:

a. High frequency words

High frequency words are very important words because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b. Low frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

c. Academic words

These words are frequent and widely used within academic context. The words are used in academic writing. Academic writing includes academic textbooks, academic articles like articles from journals, and laboratory manuals. The words in the academic words list are very important for students who learn and use English for academic study either in a school or in a university.

d. Technical words

Technical words are words that are very closely related to the topic and subject area of the text.. The words are reasonably common in this topic area but are not so common elsewhere. As soon as a person knows the word, he/she will know what topic is being dealt with.

Furthermore, Fries (1985) also divided vocabulary into two kinds. They are namely; function and content word.

- a. The function word is a closed class. It cannot be added to preposition or auxiliaries or modals or any structure word of language.
- b. The content word is an opened class. On the other hand, it can be added to other words at any times as new scientific advances make new words and communication about new inventions.

From the explanation above, every expert has different ways in classifying the kinds of vocabulary because every person has different ways in showing and telling their opinions and ideas, but the point is the same because their classifications are based on the different sides and aspects.

C. The Aspects of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Ur (1996), the aspects which should be learned by students are:

a. Form : pronunciation and spelling

The students have to know what a word sounds like and what a word looks like.

b. Grammar

The students also have to know how to arrange the words in order to make a good sentence.

c. Collocation

Words or phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The typical collocations on particular items are another factor that makes a particular item sound “right” or “wrong.” For example, students may use expression “spend the money” than “use the money,” or “spend the time” than “use the time.”

d. Meaning

The aspect of meaning consists of:

- 1) Denotation. It refers to the use of the dictionary definition or literal meaning of a word. For example, the word “cat” denotes “a kind of animal”.
- 2) Connotation. It refers to a meaning that is implied by a word apart from the thing which it describes explicitly. For example, the connotative meaning of word “home” is “a nation”, “a place of warmth”, “comfort”, “affection”.
- 3) Appropriateness. This term refers to the use of item whether it is appropriate or not to the context. The students have to know that a certain word is very common, relatively rare, tends to be using in writing but not in speech, or is suitable for formal and informal discourse.
- 4) Synonym. It refers to a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example, the word “intelligent” has the same meaning with word “smart”
- 5) Antonym. It refers to a word or phrase that has opposite meaning with another word or phrase in the same language. For example, the word “small” is antonym of the word “big”
- 6) Hyponym. It refers to a word of more specific meaning than a general or superordinate term applicable to it. For example, the word “scarlet”, “vermilion”, and “crimson” are *hyponyms* of “red”
- 7) Superordinate. It refers to a thing that represents a superior order or category within a system of classification. For example, the word “flower” is the superordinate of “rose”, “jasmine”, and “orchid”

- 8) Translation. It refers to a word or expression in the learner's mother tongue that are equivalent to the meaning in the target language. For example, the word "Study" in Indonesian has equivalent meaning with the word "*Belajar*"

e. Word formation

Vocabulary items can be broken down into their components "bits". Exactly how these bits are put together is another piece of useful information. For example, when students understand the English affixes, such as sub-, un-, -able. The students will be able to guess the meaning of words such as "subconscious", "unbreakable", or "unpredictable"

D. The Importance of Mastering Vocabulary

Word is an important in human's life. Students use words in order to communicate their ideas to other people. if the lower vocabulary they master, the lesser expressions they can make. Therefore, vocabulary must be mastered by students as well as possible.

There are some opinions from the experts that showed the importance of mastering vocabulary. Harmer (1998) said that "students need to learn the lexis of language. They need to learn what words mean and how they are used". Furthermore, Dellar and Hocking in Thornbury (2002) stated that students will not improve their English if they spent most of their time to study grammar. They will get most improvement if they learn words and expressions. People can say almost anything with words. In applying language people are using words. They need to choose the appropriate words to express their thought. Cameron (2001) said that vocabulary mastery is important because it is related to recognize a written word is being "sounded up" or built up from its components letter or morpheme sounds and the meaning. These opinions show that vocabulary is a basic element and very crucial in a language. In order to master a

language, students cannot leave the vocabulary because without have adequate vocabulary, they cannot communicate and express their feelings or ideas to others. Furthermore, without vocabulary, students cannot understand other well about what information that they got. Allah the Almighty in Al-Baqarah verse 31 says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

This verse tells to mankind that Allah has given names of everything in the world. It means that “names of everything” or vocabulary is very important component that the students must master it for learning a language. If their vocabulary mastery is good, they can understand what they read.

E. Definition of Teaching and Learning

The term of teaching and learning is not strange in peoples' hearing. Teaching and learning are activities in the class. Brown (2007) in his book *Principle of Language Learning and Teaching* explained that teaching may be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. Teaching cannot be defined apart from learning. Teaching is guiding and facilities learning, enabling the learner to learn, and setting the conditions for learning. It will be determined by philosophy of education, teaching style, approach, methods, and classroom techniques. So, teaching and learning have relationship. The students are learning and the

teachers are teaching. In short, there is mutual interaction between the teachers and the students to get the purpose of teaching and learning process.

Teaching is a verbal noun gerund it is compound word “*teach*” and “*ing*”. The word “*teach*”, it means “to give somebody knowledge, skill, etc. and teaching means work of a teacher”. (Oxford Dictionary. 2008).

Hamalik (1995) stated that “teaching is a combination consists of human unsure, materials, facilities, equipments, and procedures that influence each other to reach the goal of teaching”. It means that in formal study, should have teacher, students, materials, facilities, tools, and procedures to support an effective teaching and learning.

The teacher’s job is to help learners to learn. This related both to the formal classroom process and learning outside the classroom. Lindsay and Knight (2006) in their book said “ Teachers are responsible for a large amount of what happens in the classroom – what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on”. It is also part of the teacher’s job to encourage learners to take responsibility for their own learning and become ‘active learners’.

From explanation above, it can be concluded that teaching is an activity to give the knowledge, skill, science, or the information to the students systematically, so the students are able to master and can use or implement it well. In Indonesia English is a foreign language, which is taught and learnt in

high school and university. English is introduced by teacher to the student from elementary school, junior high school, senior high school and University.

F. Teaching and Learning Process

Teaching and learning process is a relation between a teacher and the students that happens in an education interaction. The relationship between learning and teaching is complicated and often don't direct learners often don't learn what the teacher teach and equally often learn what the teacher don't teach. One way to help overcome this problem is to create a positive relationship. (Lindsay, 2006).

Nicold in his book (language teaching and learning in a classroom), teaching and learning process is aimed primary at language teachers with some experience and though it could be every useful for teachers to explore on their own, it means using it likely to be as a core textbook in service training course. Beside that teaching and learning process is a planned interaction that promotes behavioral change that is not a result of maturation of coincidence.

From the definition above that teaching and learning is relation between a teacher and the students in education. Both the teacher and the students have the purpose of teaching and learning process.

Richart (2001). Stated that there are some steps in teaching and learning process as follows :

1. Pre- activity, which consists of giving motivation.
2. While activity, the section where the materials are usually given.

3. Post activity, the section where students are usually given chances to ask and also time for teacher to give task to know the students' mastery of the lesson and to conclude the lesson.

G. The Strategies of Teaching Vocabulary

a. Conventional

Conventional strategy is common strategy by the English teachers. The teacher introduce to new words to the students and than teacher give the meaning of those words. This strategy is too show teacher dominant in the class and it make students bored (Diana Thomas, 1995)

b. Visual strategy

Visual strategy is different with conventional strategy. In teaching learning process, teacher can use visual aid to enrich students vocabularies (Diana Thomas, 1995)

Learning strategies are not always by teacher guide, it can means learner can maintain in the learning vocabulary. Students can easy control their study but it can make them bored.

H. Definition of Game

Savignon defines games as enjoyable activities that involve an element of chance and carried out by cooperating or competing decision makers seeking to achieve, within a set of rules, their objective. Similarly, according to Hadfield (1996) "Game is an activity with rules, goals and elements". Based on the explanation above, it can be said that game is the activities that consist of many factors, such as rules, competition, relaxation, and learning particular.

I. Game in Learning Vocabulary

Learning English is not only bound in the school but it is better if the students try to add their knowledge about English from another institution either formal or informal, such as through courses that are performed out of school. Because having many activities or learning that is carried out by the students either inside or outside of school, the students' ability in English lesson will increase.

Using games for learning English is one way out to learning English more interactive and developed student's active learning. Games present situations which student must communicative each other to finish a goal, the language in the classroom becomes more real.

J. Definition of The Game in Teaching English

One of them is a game. Definition of games are various. A game is an activity that we do have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Game are highly motivating and entertaining, they also enable learners to acquire new experience within a foreign language which are not always possible during a typical lesson.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, stimulation or psychological role. Recently games have become have more widely used in learning English.

Wolfgang Kramer (2000) stated that “games are object which consist of components and rules and have certain criteria: rules, a goal. Always changing course; chance; competition; common experience; equality; freedom; activity; diving into the world of the game; and no impact on reality.”

In oxford learner’s pocket dictionary (bull, 2008) game is form of play or sport with rules. In addition, lewis (1999) stated that game are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children.

From definition above that a game is considered a valuable technique, which includes three principle element : components, rule (s), and enjoyment, which should be well-established by a teaching-learning objective.

K. The Importance of Game

Learning is one of the primary activities of students in the classroom. Good learning and suitable method can guide the students in the classroom. Good learning and suitable teaching method can guide the students to learn more meaningfully. The teacher must create various activities and select interest methods for the class. Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and written composition. Effort required at every moment and must be maintained over a long period time. Games help and encourage many learners to sustain their interest.

Games help and encourage many learners to sustain their interest. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. (wright, betteridge, and Buckby, 2006).

Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, stimulation, or psychological role.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Game can be used at all stage of the lesson. But teachers must be

sure that games provided are suitable and carefully selected by the teachers. Games also lend themselves well to revision exercise helping learners recall material in a pleasant, entertaining way.

Games can be media that will give many advantages for teacher and the students as well. Any teacher would be able to use games in order to increase the students' motivation towards the English language, at the same time the students can better develop or improve their own abilities of learning. Sometimes the fun element will be the main aim, and the teacher is not fussy about which area of language is being practiced.

The useful of games are that they abstract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment (Lewis, 1999). Games are useful because:

1. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between for and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.
2. The game context makes the foreign language immediately useful to the children, it brings the target language to life. The games make the reason for speaking plausible even to reluctant children.
3. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
4. Even shy students can participate positively.

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Game can be used at all stages of the lesson. But teachers must be sure that games provide are suitable and carefully selected teachers. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

Ersoz (2000) stated that in using games should be regarded as supplementary activities. The whole should not be based on games only- even for young learners. When choosing a game, they should be careful to find an appropriate one for the class in terms of language and type of participation.

From statement above that concluded the important of games in learning English are make learning fun in a class, make children participate in teaching and learning process.

L. Definition whispering Game

Whispering game is the game which needs more attention in listening and speaking. Actually to play this game, the students will whisper what they heard. This game will help the students to demonstrate the importance of communicating clearly with other; also by playing this game, the students will able to demonstrate how easy it is to miss exactly what others are saying and

discuss what that means for communicating and automatically, by playing this game, the students can help the students to increase their vocabulary.

M. The Concept of Whispering Game

Divide the class into two teams. Line up the players. If there's an odd number of a player, one can be the teacher's "helper". The teacher or his helper whispers a message to the first person of both group A and group B. the game only starts when both players know the message. Then each player whispers the message to the next player in his group successively until the last player gets the message. The team which can repeat the message first and correctly receives a point. Start the game over with the second student of each group becoming the first ones in line.

N. Teaching Vocabulary by Using Whispering Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong solitaire, or some Video Games).

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise

perform an educational, simultaneous or psychological role. According to Chris Crawford, the requirement for player interaction puts activities such as jigsaw puzzles and solitaire “games” into the category of puzzles rather than games.

Attested as early as 2600 BC, games are a universal part of human experience and present in all cultures. The Royal Game of Ur, Senet, and Mancala are some of the oldest known games.

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