

**THE INFLUENCE OF USING VOCABULARY DICE GAME  
TOWARD THE STUDENT'S VOCABULARY DEPTH  
KNOWLEDGE AT EIGHTH GRADE OF SMP N 1 SEPUTIH  
AGUNG**



**A Thesis Proposal  
Submitted as a Partial Fulfillment of the Requirements of S-1  
Degree**

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## ABSTRACT

The objective of this research was to know whether there was any significant influence of using vocabulary dice game toward the students' vocabulary depth knowledge at Eighth Grade of SMPN 1 Seputih Agung Central Lampung. The writer used this kind of game, a game that could help the students felt enjoy then the students could improve their vocabulary mastery.

The writer used quasi-experimental design. The writer used cluster random sampling to determine the sample. The sample of the research were two classes, VIII A as experimental class and VIII B as control class. In collecting the data, the writer used test. The type of the test was multiple choice. Before doing the treatment, the students did the pre-test, and after doing the treatment, the students did the post-test. After finishing the research, the writer analyzed the data using Independent Sample T-Test.

After analyzing the data, it was found that the result  $P_{\text{value}}$  (Sig.) or Sig. (2-tailed) = 0.00 and  $\alpha = 0.05$ . It meant that  $H_a$  was accepted. It could be concluded that there was significant influence of using vocabulary dice game toward the students' vocabulary depth knowledge at Eighth Grade of SMPN 1 Seputih Agung Central Lampung.

***Keywords:*** Dice Game, Vocabulary Mastery, Simple Present Tense



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## DECLARATION

I hereby stated that this thesis entitled “The of Using Vocabulary Dice Game Toward The Student’s Vocabulary depth Knowledge at Eighth Grade of SMP N 1 Seputih Agung” is completely my own work. I am fully aware that I have quote some statements and ideas from various sources and those are properly acknowledge in the text.



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## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَتَقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ﴿٢٠٠﴾

*O you believe! endure and be more patient, and rabitu (QS.Al-Imron: 200)<sup>1</sup>*



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<sup>1</sup> Ibnu Katsir, Asbabun Nuzul. *Lembaga Pendidikan Islam: Bait Syariat Indonesia*. (Malang: UIN Maulana Malik Ibrahim, 2019)

## DEDICATION

This thesis is dedicated to:

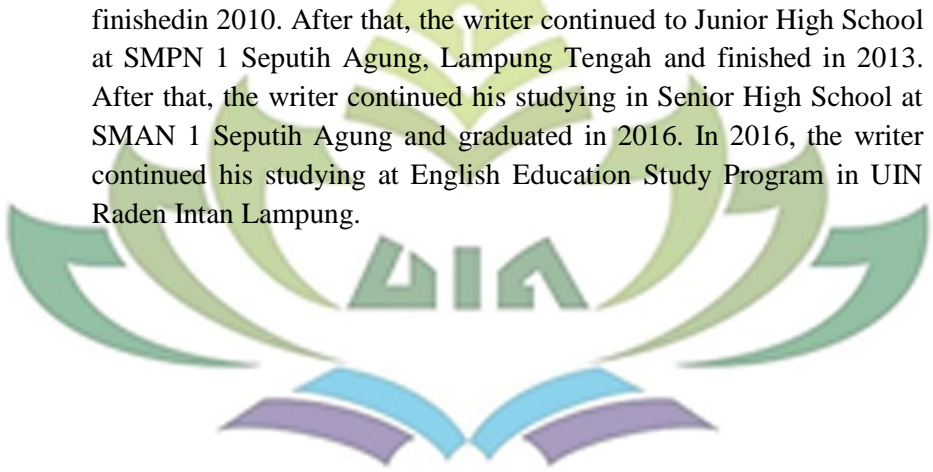
1. My beloved parents, my father Mr. Supriono, and my mother Ms. Sri Marlisna and Ms. Tarminem who always pray for my success also who always there for me whenever andwhereever.
2. My beloved young brother Abdillah fahmi gymnastiar and Muhamad Fahmi Bhahtiar who always supports me andprays for my success.
3. My beloved Almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The name of the writer is Shahlul Fahmi He was born on August, 22th 1998 in Bumi Kencana, Lampung Tengah. The writer came from Bumi Kencana, Lampung Tengah, Lampung and he lived at Bumi Kencana. The writer is the first child of three children of Mr.Supriono and Ms. Tarminem. The writer has two brother namely Abdillah Fahmi Gymnastiar and Muhamad Fahmi Bhahtiar

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The writer,

**Shahlul Fahmi**



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Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

This thesis entitled “The of Using Vocabulary Dice Game Toward The Student’s Vocabulary depth Knowledge at Eighth Grade of SMP N 1 Seputih Agung” is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

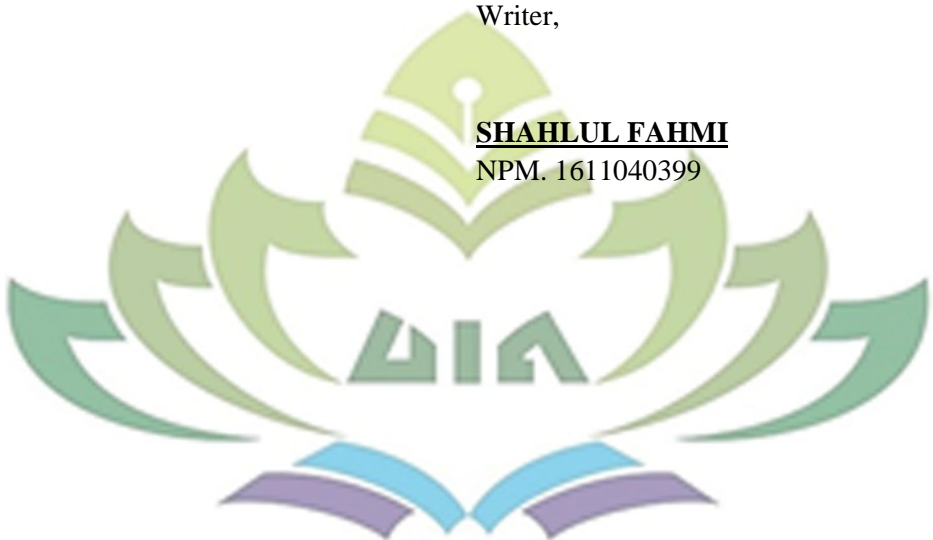
However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the writer would sincerely thanks :

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Finally, none is perfect of this thesis, Any corrections, comments, and critics for the betterment of the thesis are always welcomed.

Bandar Lampung, January 2023  
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Writer,

**SH AHLUL FAHMI**  
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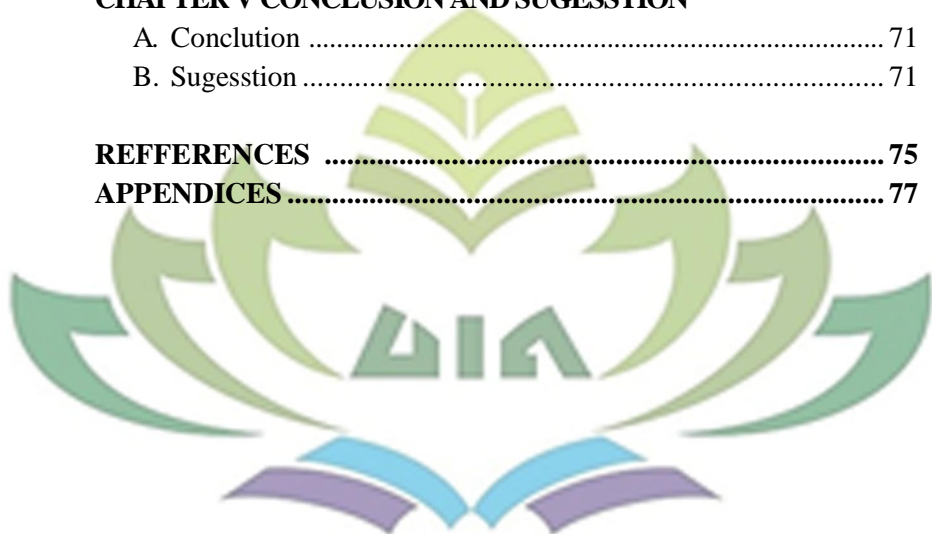
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

The writer explained about the purpose of this proposal title to make the readers can understand well. The of this proposal is “The influence of Using Vocabulary Dice Game Toward The Student’s Vocabulary Depth Knowledge at Eighth Grade of SMP N 1 Seputih Agung ”. The explanation below was for understanding some of term contained in this proposal. Here as follows :

Vocabulary is a one of important components in learning English. Vocabulary has an important role in improving the all of skills in English. The more vocabularies that could be remembered, the more master people could understand in learning English, and if the students English vocabulary mastery were limited, the students would find some difficulties in using English for the aim communication. Vocabulary is a power ful carrier to communicate with other.

The vocabulary dice game is one of games that can be used in learning English, especially introducing new vocabularies. The game offers a fun activity in teaching-learning activity, the students will be happy and interested during this game. The students will not realize that the students receive new knowledge. The writer will ask the students to suit the vocabulary with another vocabulary till the students find the right pairs.

Therefore, the writer concluded to do this proposal with the title “The influence of Using Vocabulary Dice Game Toward The Student’s Vocabulary Depth Knowledge at Eighth Grade of SMP N 1 Seputih Agung”

## **B. Background of the problem**

A world language or international language is English. It was used by people such as in economic, political and also education.<sup>1</sup>Therefore, there are some countries that used the kind of languages in this world including English. English is an international language that is the most important language in this modern globalization era. Considering that English plays a crucial role in life, it must be mastered well. English as the first foreign language that should be learned by Indonesian students as a compulsory subject taught from junior high schools to universities. In addition, English is also taught in Elementary school as a local content. Further, Harmer said that language is as a means of communication, English is widely used all over the world. English seem to be one of the main languages of the international communication.<sup>2</sup>From that statement, English plays important role in many aspects such as in education, politic, technology, tourism, commerce, and so forth.

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported

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<sup>1</sup> Janet Holmes, *An Introduction to Sociolinguistics* (Fourth Edition,2013), p.61.

<sup>2</sup> Jeremy Harmer, *The practise of English Language Teaching* (3 ed), (Cambridge: University Press, 2002), p.13.

by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is a major core in studying a foreign language.<sup>3</sup> It means that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner could not either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner could not either comprehend a speech or produce an utterance. In short, the learners must have an adequate vocabulary to communicate well.

Vocabulary is a very important part for us in learning English. It is because vocabulary is an essential element of foreign language learning which contributes to every level to communication and comprehension in the target language.<sup>4</sup> It means that vocabulary can support everyone to communicate with other people and comprehend in the target language. Furthermore, without grammar very little can be conveyed but without vocabulary, nothing can be conveyed.<sup>5</sup> It means that vocabulary an important part of learning English. From the theories above, the writer concludes that vocabulary is an

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002) p.17

<sup>4</sup> Marianne Nikolov, *Early Learning Of Modern Foreign Languages* (Salisbury: Short Run Press, 2009), p.181

<sup>5</sup> Scott Thornbury, *How To Teach Vocabulary* (Harlow: Pearson, 2002), p.13



important part of learning English because it is supporting everyone to be able to communicate with other people and comprehend the target language. Therefore, the English teacher has to be able to organize teaching and learning activities that they have to give materials using a suitable method and master the lesson effectively. Especially in learning vocabulary, teachers should make the students able to memorize such words in English language and group of new words. The statements above mean vocabulary is important to teach and teachers must try to find the most effective way to taught it.

Based on the interview with Mr. Suyanto, S.Pd., one of the English teachers in SMP N 1 Seputih Aung during the preliminary research, there were some difficulties faced by students in grade VII in learning vocabulary.

Some students said that vocabulary was easy, but when the writer asked them to explain vocabulary, they difficult to explain the vocabulary. To make students' mastery of vocabulary, there should be research on ateaching technique that could help the students to vocabulary mastery.

In addition, there were interviews that were answered by students. From these results, writers found several problems experienced by students, such as:students felt bored during the learning process because they only learn English by books and flash card. Therefore, the following table was the students' score in writing since they have difficulties in this skill.

**Table 1**  
**The students' Vocabulary Score at Seven Grade of SMP EL**  
**Syihab Bandar Lampung in Academic Year 2021/2022**

No	category	Score Scale	Number Of Students	Percentage
1	excellent	80-100	10	7,05%
2	good	66-79	36	25,35%
3	fair	56-65	36	25,35%
4	poor	46-55	60	42,25%
<b>Total</b>			<b>142</b>	<b>100%</b>

*Source Source : The data of Vocabulary score at the Eighth Grade of SMP N 1 Seputih Agung in Academic Year of 2021/2022.<sup>6</sup>*

From the data in Table 1, it could be seen that from 90 students of the eight grade of SMP N1 Seputih Agung there are 60 students (42,25%) got the poor score, 36 students (25,35%) got the fair score, 36 students (25,35%) got the good score and 10 students (7,05%) got the excellent score. It indicated that most students were still difficult to mastery vocabulary. Mr. Suyanto as English teacher said that the biggest problem why the students felt hard in mastery vocabulary because the students difficult to remember the vocabulary and using the vocabulary in making sentences.

From the above statement, teachers often have difficulty in finding the right method so that students could understand the

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<sup>6</sup>The data of English score at the Eighth Grade of SMP N 1 Seputih Agung in Academic Year of 2021/2022

lessons that were delivered well. The teacher only had to find a media that makes students learnt vocabulary and memorize it not just translate words on the internet or copy assignments belonging to friends.

Based on the interview of some students, the teacher seldom used interesting media in giving material, the teacher only taught what on the book and wrote it on the board. So that the students felt bored to learn and also lost motivation in learning English. From that statements, using word matching game as media in teaching vocabulary the writer hoped, it could give the solution to students in learning English especially in vocabulary.

Vocabulary dice game is a game to enhance and facilitate learners regarding word knowledge in which students are apt the instructions about lexical knowledge during the game (synonymy, and antonymy). What unique about this game was the opportunities that the activity offers, which would give the player chances to explore kinds of depth word knowledge in a fun, intriguing, and memorable way.

From the explanation above, “vocabulary dice game” game was suitable to be used in teaching vocabulary. First, the students felt happy, enjoy and interest. As the result, the teacher was easy to conduct the students in teach process. Second, the students became more active in doing activities such as; answering teachers’ questions, listening, speaking and working together with their friends. So, they did not feel bored in their study. Finally they could improve their confidence in learning English in order to improve the students’ vocabulary mastery.

These were supported by some previous studies. The first previous study has been conducted by Wirdiah Meiliyanti Irawan, "*The Effectiveness of Vocabulary Dice Game on Students' Vocabulary Depth Knowledge*". The result of the study of using "vocabulary dice game" game in teaching grammar showed that they provided students were interesting and enjoying in the learning process. She said that teaching grammar achievement by word matching game the result was very significant.

The second research was conducted by hakim entitled "*Using Vocabulary Dice Game in Teaching Vocabulary to Elementary School Student*" result of this research there was improve student understanding before teaching using vocabulary dice game and after vocabulary dice game. It meant that teaching using vocabulary dice game was effective in increasing students' understanding on irregular verb.

In addition another relevant study, entitled "*The Effect Of Using Dice Game On Students Vocabulary Master*" explanation from sibarani she used "Vocabulary Dice Game" to teach vocabulary knowledge of her study showed that "Vocabulary Dice Game" game could improve the students' vocabulary knowledge. She said there was significant influence of using "vocabulary dice game" game toward students' vocabulary knowledge.

Grounded on the explanation above, the writer applied the "vocabulary dice game" game towards students' vocabulary. As written in Syllabus Curriculum K13, writer chose the materials about antonym and synonym that necessary in the

SMP N 1 Seputih Agung. Therefore, based on the background above, the writer was interested in conducting the research entitled *The Influence of Using "Vocabulary Dice Game" towards the students' vocabulary depth knowledge.*

### **C. Identification and Limitation of Problem**

Based on the background of problem above, the writer identified the problems of the research as follows:

1. The students' Vocabulary subject score was under the standard of minimum mastery.
2. The students had difficulties to develop their vocabulary.
3. The students did not feel interest and enjoyable when learning the material especially vocabulary
4. The students felt difficulties in memorizing words, to found the meaning and pronunciation

Considering the problems identified above, writer focused on the influence of using matching word games towards students' vocabulary mastery. The writer limited the kinds of vocabulary which were appropriate with syllabusK13.

### **D. Formulation of the Problem**

Based on the limitation above, the writer was formulates problem as follow: Is there any influence of using vocabulary dice game toward the students vocabulary depth knowledge”

### **E. Objective of the Research**

The objective of the research was to know whether there was significant influence of using vocabulary dice game toward the students vocabulary depth knowledge..

## F. Significance of the Research

The uses of the research are as follow :

### 1. Students

For the students, this writer was introducing that vocabulary dice game could be used to motivate them in learning English subject, especially in vocabulary mastery. Because this was a game, it could build good cooperation from one student to another student.

### 2. Teacher

For the teacher, it is giving information that there was influence of vocabulary dice game towards' students' vocabulary mastery and the game could be alternative way to learn vocabulary. This kind of technique was also expected to help and improve their students' vocabulary mastery.

## G. Relevancy of the Research

The writer determined of relevancy of the research as follows

1. A study entitled "*The Effectiveness of Vocabulary Dice Game on Students' Vocabulary Depth Knowledge*" was carried out by Wirdiah.<sup>7</sup> It was conducted to knowing effectiveness of using vocabulary dice game towards students' grammar achievement. The instruments used in this research were questionnaire which assessed the students' grammar achievement. Based upon the analysis

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<sup>7</sup> Wirdiah,(2020)"*The Effectiveness of Vocabulary Dice Game on Students' Vocabulary Depth Knowledge aQuasi Experimental study at the eight grade of SMP islam adzkia daarut tauhid* ".Repository Uin Syarif Hidayatullah

conducted. It reached a conclusion that there was a significant effectiveness with observed obtained was 2,064.

2. Next "*Using Vocabulary Dice Game in Teaching Vocabulary to Elementary School Student*" was carried out by hakim.<sup>8</sup> It was conducted to improve the students' understanding on irregular verb of simple past tense. Data was collected through a of data collection are test, observation and documentation. hakim findings revealed that most improve students' understanding get the 87,5%. The results of the research showed that vocabulary dice game successfully improvement the students' understanding irregular verb of simple past tense.

3. In addition another relevant study, entitled "*The Effect Of Using Dice Game On Students Vocabulary Master*"<sup>9</sup>, it was conducted to knowing effect of using matching words game towards students' vocabulary knowledge. In this research was collected the data through of quasi experiment. From the results of data analysis Sibarani found that there was a significant difference in knowledge of vocabulary student words between students who are taught by using and not using a vocabulary dice game at

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<sup>8</sup> Hakim,(2018) *Using Vocabulary Dice Game in Teaching Vocabulary to Elementary School Student* ""Repository universitas negeri padang

<sup>9</sup> Sibarani ,(2016). "*The Effect Of Using Dice Game On Students Vocabulary Master*" *academia.edu*

SMPN Sw .HKBP Sidorame Medan. The conclusion from the independent sample t-test table shows that value Sig. (2-tails)  $0.001 < 0.05$ . So the alternative hypothesis ( $H_a$ ) is accepted and null the hypothesis ( $H_o$ ) is rejected with an effect size value of 0.17 which is categorized as great effects. There is a significant difference to knowledge words between students who learn by using and not using a word-matching game at SMPN Sw .HKBP Sidorame Medan .

The difference between this research with previous researches were the skill and vocabulary dice game. This research focused on vocabulary mastery with new package in order to the students not be scared in learning vocabulary anymore. Then, the research also focused on antonym and synonym. By using this game, the writer could analyze and investigate whether there was influence of using vocabulary dice game toward the students vocabulary depth knowledge

#### **H. Systematic of the Research**

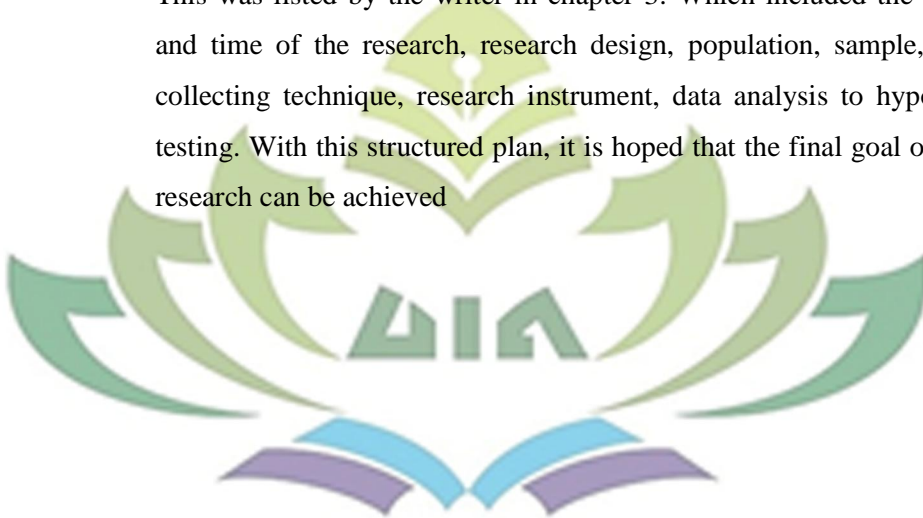
In this proposal entitled “any influence of using vocabulary dice game toward the students vocabulary depth knowledge”. The writer discussed about several systematic of the research arranged 3 chapters. Namely an introduction, frame and theories and research methodology. In the first chapter of the thesis preparation the writer explained the reasons for choosing the title, an overview of the problems faced in English lesson identification of the problems, the limitation of the



problems studies, and the significance of the proposal for the readers in the future.

To get the objective of the research, the writer reached to know the concept and theories of the variable from the title of this study in chapter 2. That was about all of parts of matching words and student ability in vocabulary mastery. Until it was reached in the provisional conjecture of the research hypothesis.

After knowing the concept and theories of each variable, the writer explained how the research would be carried out in the future. This was listed by the writer in chapter 3. Which included the place and time of the research, research design, population, sample, data collecting technique, research instrument, data analysis to hypothetical testing. With this structured plan, it is hoped that the final goal of this research can be achieved



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter explains and provides a review from relevant literature of theoretical framework, which contains; vocabulary, games, previous studies, thinking framework, and theoretical hypothesis.

#### **A. Vocabulary**

##### **1. Definitions of Vocabulary**

Vocabulary is one elements of english that should learn and teach, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words. Based on the statement that vocabulary is important to learn and teach because vocabulary primary goals of language learning. According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.<sup>1</sup> Based on the statement above that people use vocabulary in every aspect. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. From statement above vocabulary can help the students in speaking, listening, writing and reading. Vocabulary is use by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabulary, there will less difficult in comprehending the text and expressing ideas.

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<sup>1</sup>Elfrieda H. Hibert and Michael L. Kamil, Teaching and Learning Vocabulary (Bringing Research to Practice), (London : Laurence Erlbaum Associates (LEA), 2005), p.3

Vocabulary merely means words. In acquiring language, one among its important components is vocabulary. Vocabulary plays a vital part in every aspect of language skill, as a result of all language skills need vocabulary in understanding, recognizing, and using any particular language. Besides, there will be; no sentence, no essay, even no language without vocabulary. Hence, this section provides some definitions of vocabulary proposed by linguists. vocabulary is:

- a. An inventory of words typically outlined or restated
- b. All the words of a language
- c. A specialized expression that is native to a specific field, subject, trade, or social group.<sup>2</sup>

Outline vocabulary as an inventory of words for a specific language or a supply of sets of words that speakers of a language may use. Moreover, vocabulary may be outlined as the words of a language, along with single items and phrases or chunks of many words that transmit a specific meaning, the way individual words do. To sum up, vocabulary is all the words of a language employed by a specific person, not solely one item but also including nonverbal symbols, signs, gestures, phrases, or chunks of many words that transmit a meaning that is employed for communication or expression.<sup>3</sup>

## 2. Concept of Vocabulary

Vocabulary is a central of language and one of the materials study by students of all level of schools in Indonesia. It is support by Cameron that vocabulary is the central learning of foreign language at primary level. Based on statement above that every students must learn vocabulary start from primary level, because vocabulary is

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<sup>2</sup>Tintary Jr, Definition of Vocabulary, (Academia Edu; [https://www.academia.edu/6086481/Definition of Vocabulary](https://www.academia.edu/6086481/Definition_of_Vocabulary), October 11, 2019)

<sup>3</sup>Tintary Jr, Definition of Vocabulary, (Academia Edu; [https://www.academia.edu/6086481/Definition of Vocabulary](https://www.academia.edu/6086481/Definition_of_Vocabulary), October 11, 2019)

use by the students to communicate each other. Whereas, mastery refers to having great skill at something or total dominance over something. Mastery is from master, who is someone knowledgeable about a subject. It is impossible to be successful in study language without mastering the vocabulary.<sup>4</sup>

### 3. Vocabulary Knowledge

The knowledge of words is known as vocabulary knowledge, not solely encompass definition and meaning but also includes other aspects within the thought of knowing a word. Knowing a definition can be important, however it seems that the conception of what it means to understand a word solely by knowing its definition and meaning is much too simple, in some ways.<sup>5</sup> Besides, vocabulary knowledge goes on the far side that simple perspective. For years, researchers already created the principle for what counts in knowing a word in each L1 and L2, follows are those descriptions from some specialists.

At a really basic level, it involves knowing its form and its meaning in knowing a word.<sup>6</sup> On the opposite hand, Henriksen has tried to analyze issues by offering that we should acknowledge 3 dimensions of vocabulary knowledge; (a) partial-precise knowledge; (b) depth of knowledge, since there are several parts concerned during this dimension, it cannot be planned as one time within the method that the partial-precise one could also be. Henriksen sees it a lot as a method whereby learners build a network of links between one word and different words in their minds; (c) receptive-productive, the excellence here is

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<sup>4</sup>Judy Willis, *Teaching The Brain to Read*, (Alexandria : Association for Supervision And Curriculum Development (ASCD), 2008), p.80

<sup>5</sup>Steven Stahl, William E. Nagy, *Teaching Word Meaning*, (Lawrence Erlbaum Associates Publishers: London, 2006)

<sup>6</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002)

between having some information of a word and having the ability to use it in speech or writing. It is typically seen as a continuum, although there are difficulties in shaping how and at what purpose words become on the list for productive use. This analysis goes a way towards providing a far better basis for conceptualizing the standard of vocabulary knowledge and for sorting out what aspects of the constructs are being measured in especially research studies.<sup>7</sup>

While, Cronbach's in classes are divided into 2, that focus seems to get on meaning and use: knowledge of word meaning (generalization, breadth of meaning, the precision of meaning) and levels of accessibility of the knowledge (availability and application).<sup>8</sup> The apparent lack of these classes is that the lack of aspects of lexical knowledge, like spelling, pronunciation, and morpho-syntactic properties. Meanwhile, Richards attempted 8 beliefs on what is concerned in knowing a word. These beliefs are more comprehensive compare to Cronbach's, however still missing some of the aspects of lexical knowledge like pronunciation, spelling, and collocations. The assumptions are:

- a. Its relative frequency within the language;
- b. Its register characteristics, which can embody social, temporal and geographic variations, and field of a mode of discourse;
- c. The syntactic behavior related to the word;
- d. Its underlying form and the derivations which will be made of this form;
- e. The network association between that word and different word within the language, which can embody such

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<sup>7</sup>John Read, *Assesing Vocabulary*, (United Kingdom: Cambridge, 2000)

<sup>8</sup>David D. Qian, *Depth of Vocabulary Knowledge: Assesing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998)

- associative links as antonymy, synonymy, and subordinate, coordinate and superordinate classification;
- f. Its semantic options and connotations; and;
- g. The different meanings related to the word.<sup>9</sup>

Yet the description of Nation's regarding what is concerned within the thought of knowing a word is that the most inclusive account of depth. He classified vocabulary knowledge in keeping with 3 aspects, namely; form, meaning, and use. Each category facets 3 aspects of knowledge and each aspect of knowledge is diminished into receptive and productive parts. The figure following presents the description of vocabulary knowledge by Nation's in Webb.<sup>10</sup>

figura 2.1

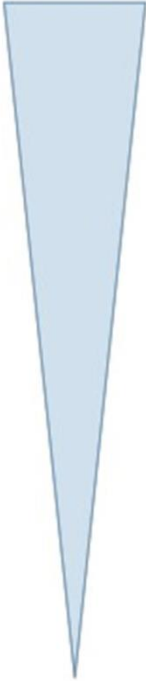
**Nations' Description of Vocabulary Knowledge**

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concepts and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this word make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of word occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use	R	Where, when and how often would we meet this word?
		P	Where, when and how often can we use this word?

R = receptive, P = productive.

<sup>9</sup> David D. Qian, Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language, (Toronto, Canada: University of Toronto, 1998), p. 19-20

<sup>10</sup> Webb, S. Depth of Vocabulary Knowledge, Retrieved June 20, 2021, from Research Gate Publication: [http://www.researchgate.net/publication/278322496\\_Depth\\_of\\_Vocabulary\\_Knowledge](http://www.researchgate.net/publication/278322496_Depth_of_Vocabulary_Knowledge)

FORM	<b>Written form</b> , including orthography and possible letter combinations <b>Spoken form</b> , including the pronunciation of individual sounds and connected speech	<p style="text-align: center;"><b>Very high certainty</b></p> 
MEANING	<b>Word parts</b> , including part of speech and morphology <b>Referents</b> , such as <i>chair, sky, car</i> <b>Concepts</b> , such as <i>truth, love, justice</i> <b>Conceptual associations and links</b> , including metaphoric language such as <i>life is a journey</i>	
USE	<b>Collocations</b> : Tendency of two or more words to occur together in discourse, both grammatical collocations ( <i>abide by, deal with</i> ) and semantic collocations ( <i>spend money, cheerful expression</i> ). <b>Associations</b> : Comprised of links between words. Include syntagmatic associates ( <i>abandon; hope, ship, me</i> ), paradigmatic associates ( <i>abandon; neglect, give up, forsake</i> ). <b>Stylistic variations</b> : Based on <i>setting</i> and <i>participants</i> . This includes changes in use over time, geographical or regional variation, social class and social role variation; also includes emotional valence.	

**Figure 2.2 Vocabulary Knowledge**

Vocabulary knowledge involves straightforward acceptance. As we tend to see Richards and Nation list multiple parts of word knowledge, along with spelling, pronunciation, grammatical form, relative frequency, collocation, and restriction on the use of the word, additionally as the distinction between receptive and productive knowledge.<sup>11</sup>

<sup>11</sup> John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge, 2000), p. 92

### a. Vocabulary Depth

To conceptualize vocabulary knowledge during this study, the writer would explain what it means by breadth and depth. Anderson and Freebody state breadth of knowledge refers to the number of words for that one is aware of a minimum of some vital aspects of meaning, conjointly outlined as vocabulary size (i.e., what numbers words are known?). Whereas depth or quality, involves understanding the quality of one's lexical knowledge, also to refer the standard of vocabulary knowledge, that is, how well one is aware of the word (i.e., how well are particular words understood?).<sup>12</sup>

Depth of word knowledge involves knowing the "core" meaning of a word and the way it shifts in several contexts.<sup>13</sup> This involves exposure to the word in multiple contexts, ideally from totally contrasting views. The definition of depth of vocabulary knowledge by some specialists are below, cogitated main aspects of the depth of knowledge of a word:

- a) Pronunciation and spelling: this involves knowing how different forms of the word are pronounced and spelled;
- b) Morphological-properties: this involves knowing the word's stem, its capability of inflection, derivation, and different word-formation devices, and its attainable elements of speech;
- c) Syntactic properties: this involves knowing the word's possible positions and its syntagmatic relation, including collocational relations, with different words within a sentence;

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<sup>12</sup> Huang H.F., Breadth and Depth of English Vocabulary Knowledge: Which really matters in a Academic Reading Performance of Chinese University Students? (Canada McGill University, 2006)

<sup>13</sup> Guo Y, The Role of Vocabulary Knowledge, Syntactic Awareness, and Metacognitive Awareness in Reading Comprehension of Adult English Language Learners, (Florida: Florida States University, 2008)



- d) Meaning: this not solely involves identification of the denotative meaning of a word in context but also, where applicable, knowledge of connotations, additionally as polysemy, antonymy, synonymy, and different paradigmatic relations the word may have;
- e) Register, or discourse features: these embody attainable adherence to a rhetorical, social or regional selection, and therefore the field, mode, and manner of discourse regarding the applying of the word;
- f) Frequency of the word within the language, or whether or not this word is usually used word or a seldom-used word solely showing in some specialized texts.<sup>14</sup>

John Read tried to line up an associate interview to assess the depth of vocabulary knowledge of adult ESL learners in New Zealand. The interview queries lined a large variety of aspects such as:

- a) The ability to pronounce the word;
- b) Explanation of what the word means;
- c) Identification of the field(s) of study to that the word belongs;
- d) The naming of alternative word with which the given word collocates or is associated;
- e) Knowledge of alternative kinds of the word.<sup>15</sup>

#### b. Vocabulary Breadth

Thus, vocabulary breadth is merely a tiny part of what it suggests by the idea of knowing a word. Meanwhile, complete word knowledge consists of form, meaning, and use as Nation's definition that has been mentioned above. Form concerns on the physical

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<sup>14</sup> David D. Qian, *Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998), p.25

<sup>15</sup> David D. Qian, *Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998), p.22

form of a word, together with each how it is pronounced and spell it. Meaning includes the knowledge of its basic meaning and what words are generally related to it. It additionally includes the vary of lexical relationship the words have with alternative words like lexical ambiguity, antonymy, homonymy, synonymy, and others. Last, employing a word fittingly additionally involves a collection of abstract and word knowledge.

Although the connection between breadth and depth is hospitable dialogue, it is assumed that the 2 do not seem to be an independent dimension. The belief may be a depth of knowledge entails expanding size; that is, proof that a speaker is aware of an oversized variety of those form-meaning mappings means that vocabulary depth knowledge is additionally gifted to some extent.<sup>16</sup> As the case with vocabulary speed and size, learners with very „immense vocabularies even have terribly „deep“ ones.

In summary, vocabulary knowledge is knowledge of words. However, knowing a word may be an idea that does not solely entail definition and meaning that is much too simple, since vocabulary knowledge goes on the far side that perspective. Moreover, this study follows the description of Nation's vocabulary knowledge. Vocabulary knowledge is classified into three aspects, namely; form, meaning, and use. Every category consists of three aspects of knowledge and each aspect of knowledge is laid-up into receptive and productive components according to the description of vocabulary knowledge by Nation's. Moreover, it is divided into two dimensions, breadth (quantity or size) and depth (quality), although the 2 didn't seem to be an

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<sup>16</sup> David D. Qian, *Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998), p. 13-14

independent dimension.<sup>17</sup> This study focuses on vocabulary depth knowledge, which then entails the aspects of lexical knowledge mentioned above.

#### 4. The Importance of Vocabulary Depth Knowledge

All languages have words. Vocabulary or words are the tools we tend to use to access our information, express specific concepts, and learn new ideas.<sup>18</sup> Words in each language are huge and their learning is important. As Thornbury states that, teaching words may be a crucial facet in learning a language since languages are based on words. It is not possible to acquire language without learning its words because successful communication is based on words, either in spoken or written form.<sup>19</sup>

Fundamentally, vocabulary is the core and also the cornerstone of any language. The most reason is that it connects all four skills, either reading and listening as the receptive skill or speaking and writing as a productive skill. Learners need to be expedited in learning vocabularies so that they will recognize deeper concerning words and their opportunities. The knowledge of a word is not solely a definition, but also how the words can be placed into contexts like synonym, antonym, pronunciation, sentence, mimics or expression, and so on, as the aspects of vocabulary depth knowledge that has been explained within the previous section.

However, a person who is aware of additional words than people who not, will use and even assume, more precisely and complex about the world.<sup>20</sup> Consequently,

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<sup>17</sup> Webb, S. Depth of Vocabulary Knowledge, Retrieved June 20, 2021, from Research Gate Publication: [http://www.researchgate.net/publication/278322496\\_Depth\\_of\\_Vocabulary\\_Knowledge](http://www.researchgate.net/publication/278322496_Depth_of_Vocabulary_Knowledge)

<sup>18</sup> Steven Stahl, William E. Nagy, Teaching Word Meaning, (Lawrence Erlbaum Associates Publishers: London, 2006), p. 4

<sup>19</sup> Mufaroh Alqahtani, The Importance of Vocabulary in Language Learning and How to Be Taught, (Internasional Journal of Teaching and Education, 2015), III(3), p.21-34

<sup>20</sup> Steven Stahl, William E. Nagy, Teaching Word Meaning, (Lawrence Erlbaum Associates Publishers: London, 2006), p. 5

finding the proper words to suit the intended meaning is frustrating once your store of words is restricted. Particularly for SL2 (Second Language Learner), since the best difficulties that they will encounter in producing a target language are caused by restricted vocabulary and also the problem to access and to explore styles of words, so that is why vocabulary learning of any language is extremely essential. More significantly, compared to alternative language aspects, according to a linguistic perspective, the role of vocabulary looks to be more helpful and imperative than grammatical roles.<sup>21</sup>

The researcher found that largely spend many efforts to hit the books a listing of words and simply believe a dictionary as a basic resource. As a result, several academics and researchers typically acknowledge the importance of vocabulary learning and are exploring ways in which to market it more effectively.<sup>22</sup> Most of the learners also understand the importance of vocabulary. There are already several accessible ways in which to find out vocabulary, like as from reading texts, language learning apps in smartphones, and even games. Sadly, for years, the teaching of vocabulary within the classroom was neglected and have not realized the large needs of vocabulary within the process of learning and developing the knowledge of students' language.

Indeed, although generally learners solely would like partial knowledge of a word in comprehension, more lexical knowledge is fascinating in several things. Also, learners ought to be ready to reel off a listing of aspects: pronunciation, spelling, multiple meanings, connotations, inflections and derivations, syntactical properties, acceptable uses, collocations, linguistics associations, and idioms containing the target words. Over the years,

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<sup>21</sup> Saniago Dakhi, T. N, The Prinsiples and The Teaching of English Vocabulary: A Review, (Journal of English Teaching, 2019) , V(1)

<sup>22</sup> John Read, Assesing Vocabulary, (United Kingdom: Camdridge, 2000)

lexical researchers have developed numerous criteria for measurement word knowledge. Cronbach provided 5 categories:

- a. Generalization: having the ability to outline the word;
- b. The breadth of meaning: recalling the various meaning of the word;
- c. The exactness of meaning: applying the word properly to any or all potential situations;
- d. Availability: having the ability to use the word productively;
- e. Application: choosing associate acceptable use of the word.<sup>23</sup>

The areas of language knowledge are classified into varied areas, as bestowed in Figure 2.3. The figure shows that the areas of language knowledge cowl a lot of areas, however at constant time vocabulary knowledge seems to be simply a minor element of the system, a sub-sub-category of organizational knowledge. It is classified as a part of grammatical knowledge, that suggests a slim view of vocabulary as a stock of meaty word forms that match into the slot in sentence frames.<sup>24</sup>

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<sup>23</sup> David D. Qian, *Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998), p. 19

<sup>24</sup> John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge, 2000)

<p><b>Organisational knowledge</b> (how utterances or sentences and texts are organised)</p> <p><b>Grammatical knowledge</b> (how individual utterances or sentences are organised)</p> <p>Knowledge of vocabulary Knowledge of syntax Knowledge of phonology/graphology</p> <p><b>Textual knowledge</b> (how utterances or sentences are organised to form texts)</p> <p>Knowledge of cohesion Knowledge of rhetorical or conversational organisation</p> <p><b>Pragmatic knowledge</b> (how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting)</p> <p><b>Functional knowledge</b> (how utterances or sentences and texts are related to the communicative goals of language users)</p> <p>Knowledge of ideational functions Knowledge of manipulative functions Knowledge of heuristic functions Knowledge of imaginative functions</p> <p><b>Sociolinguistic knowledge</b> (how utterances or sentences and texts are related to features of the language use setting)</p> <p>Knowledge of dialects/varieties Knowledge of registers Knowledge of natural or idiomatic expressions Knowledge of cultural references and figures of speech</p>
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**Figure 2.3 Areas of language knowledge**

In general, though, research on depth – or quality – of vocabulary knowledge is sort of restricted, even in studies involving native speakers of English. As Enderson and Freebody place it:

Through some quirk of social science, the in-depth study of word knowledge has been the special province of psycholinguists studying language development in young children. There is a considerable body of literature on a specific vocabulary of children from about 2 through eight years of age.<sup>25</sup>

In conclusion, considering the importance of vocabulary will show what learners grasp and do not comprehend words. Beside, the more and depth vocabulary

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<sup>25</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002), pp.90-91

learners know; the simpler they will perceive any language, notably English. As an example, uncommon word mixtures in speech and writing typically warn limitations in knowledge of collocation, whereas a capability to provide different derived forms a word could indicate a scarcity of knowledge of word components. Awareness of vocabulary depth may also facilitate teachers to check how and what tasks and activities contribute to learning and also would like for various kinds of tasks to be used along to develop richer knowledge of words.<sup>26</sup>

##### 5. Aspects of Vocabulary

Some specialists divided vocabulary into two varieties, active vocabulary and passive vocabulary. Meanwhile, some specialists also divide vocabulary into two sorts, receptive vocabulary, and productive vocabulary.<sup>27</sup> The table follows shows the vocabulary varieties.<sup>28</sup>

Research in vocabulary currently distinguishes between receptive and productive vocabulary knowledge, within which the knowledge of the words is split into 2 broad forms of vocabulary. Ruth Gairns and Stuart Redman outline the understanding of the terms into 2 sorts that supported their characteristics. The primary is “receptive vocabulary”, suggests language items which may be solely be recognized and understood within the context of reading and listening skill. Whereas the second, “productive vocabulary”, suggests that language items that the learners will recall and use fittingly in speaking and writing. These terms are also known as „passive” and „active” vocabulary.

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<sup>26</sup> Webb, S. Depth of Vocabulary Knowledge, Retrieved June 20, 2021, from Research Gate Publication: [http://www.researchgate.net/publication/278322496\\_Depth\\_of\\_Vocabulary\\_Knowledge](http://www.researchgate.net/publication/278322496_Depth_of_Vocabulary_Knowledge), 2012, p.1

<sup>27</sup> Mufaroh Alqahtani, The Importance of Vocabulary in Language Learning and How to Be Taught, (Internasional Journal of Teaching and Education, 2015), III(3), p.25

<sup>28</sup> Saniago Dakhi, T. N, The Prinsiples and The Teaching of English Vocabulary: A Review, (Journal of English Teaching, 2019) , V(1) ,p. 18

- a. Receptive vocabulary: words that the learners acknowledge and perceive once they are employed in the context, however, that they will not turn out. It implies that the learners determine vocabulary once they realize it in reading text but do not use it in speaking and writing. It is sometimes associated with Listening and Reading.
- b. Productive vocabulary: the words familiar, pronounced, and employed by the learners in Speaking and Writing.<sup>29</sup>

Also, learning words each receptively and productively ends up in an analogous level of receptive retention as learning words simply receptively. Similarly, learning words each productively and receptively ends up at a comparable level of productive retention as learning words simply productively. Besides, productive learning ends up in a substantial quantity of receptive retention, receptive learning ends up in a particular quantity of production retention, which productive learning is well tougher than receptive learning. The main focus of this sort of vocabulary focuses on the extension of receptive vocabulary knowledge.<sup>30</sup>

Active vocabulary is vocabulary that is used productively, notably in Speaking and Writing. It is additionally known as productive vocabulary. Meanwhile, passive vocabulary is vocabulary that is sometimes found in Reading and Listening, words that don't seem to be used actively. Based on the writer's understanding, these 2 terms seem caused by there are words that individuals will acknowledge and perceive, but tough to recall or do not grasp effectively to use accurately. On the opposite aspect, there are words that individuals will perceive but do not use, in all probability as a result of the words that

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<sup>29</sup> Ruth Gairns, S. R. Working with Words (a Guide to Teaching and Learning), (New York, USA: Cambridge university Press, 1986)

<sup>30</sup> Paul Borgaards, B. L. (Ed), Vocabulary in a Second Language, (Amsterdam: John Benjamin Publishing Company), Vol. 10



occur within the contexts or varieties that are strange to individuals. Different specialists have different forms of vocabulary. But actually, it has the same sense. Based on the importance of vocabulary, teachers ought to think about some kinds of vocabulary which will be instructed to young learners. Word knowledge could be a helpful framework to debate vocabulary, and so the writer used it as a scaffold during this chapter, to confirm that every major vocabulary problems are addressed.

Besides, all words within the English language are often classified into eight groups. They are divided according to the work they do. Associated with the work that words liquidate a sentence, they are allocated to at least one or different of the eight parts of speech :

#### A. Noun

A Noun is the name of a person or thing. There are 5 different kinds of the noun :

- a. Proper (one thing at the time)  
Example: Jakarta, Ali, Madina, March
- b. Common (any variety of things)  
Example: City, Woman, Country, Month
- c. Collective (a cluster of things)  
Example: Library, Government, Committee
- d. Material (what a thing is created of)  
Example: Gold, Bronze, Marble, Wood
- e. Abstract (quality, state, or action)  
Example: Happiness, Advertisement, Connection, Confidence

#### B. Pronoun

Words that stand rather than nouns are known as Pronouns. Pronouns that represent persons are known as Personal Pronouns.

### C. Adjective

An Adjective is a word that almost perpetually goes before a noun and tells us something about it. There are 5 kinds of adjectives:

- a. Adjective of Quality is an Adjective that describes a noun and tells us “what sort”. Example: Red Pen, new house, old friend
- b. Adjective Quality is an Adjective that expresses a noun and tells us “how many and how much”. Example: Much, many
- c. Demonstrative Adjective is Adjectives that are used to entail something. Example: This, these, those
- d. An interrogative Adjective is an Adjectives that are used to ask a question. Example: What, which, whose
- e. Possessive Adjective is an Adjectives that are used to show possession. Example: My, your, his.

### D. Verb

Most English sentences contain a subject (S) and a verb (V). The verb could or might not be followed by an object (O). There are two kinds of verbs:

- a. Transitive Verbs are verbs that take objects.
- b. Intransitive Verbs are verbs that do not take objects.<sup>31</sup> Some verbs are often either intransitive or transitive.<sup>32</sup>

### E. Adverb

Adverbs are words that tell how, when, or where something happens, that adds more to the meaning of a verb, an adjective, and another adverb. There are six kinds of adverb :

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<sup>31</sup> Helmy Abd, M. S. (n.d.), A Communicative Grammar of English for Pesantren in Indonesia, (Tangerang, Banten, Indonesia: Daarul Muttaqien Tangerang)

<sup>32</sup> Azar, B. S, Understanding and Using English Grammar (2nd ed.), (USA, 1998)

- a) Adverb of Manner
- b) Adverb of Place
- c) Adverb of Time
- d) Adverb of Frequency
- e) Adverb of Degree
- f) Interrogative Adverb

#### F. Preposition

Prepositions are usually used before nouns or pronouns. They show direction, position, and time. Example: In, on, at, about, after, below, before, above.

#### G. Conjunction

Conjunctions are words that join together words, phrases, clauses, or sentences. Example: Or, until, although, since.

#### H. Interjection

The interjections are used to express some sudden feelings but do not enter into the development of the sentences.

Example: Hurrah!, Alas!, Oh!, Ah!<sup>33</sup>

Based on the above explanation, it can be terminated that there are different kinds of vocabulary, this is often relevant to the fact that individuals have a unique purpose of view in understanding words in terms of visual, oral, and written words. Not all words suit the needs of the learners, thus choosing vocabulary is very important to be considered in teaching vocabulary.

## B. Games

### 1. Definition of Games

Marwoto The dice game, an old game, may be described as follows: Players are in the playing field. The

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<sup>33</sup> Helmy Abd, M. S. (n.d.), A Communicative Grammar of English for Pesantren in Indonesia, (Tangerang, Banten, Indonesia: Daarul Muttaqien Tangerang), pp. 148-168

game space consists of squares, each of which has a certain score. Each player is placed in one of these squares.

Maybe even a few players together in a square. Each player has two attributes in this game: location and score. Players do not have any information about the scores of each other. At each stage of the game, each player may be connected to at least one player and at most six other players, called guide's players. The number of guide's players is determined for each player by throwing a dice. After this step, each player will be informed of the guide's player's score. Then, each player moves by comparing its score and the score of the guide's players. At each stage, the player with the highest score is encouraged. The game continues until players compete with each other. In the end, after several repetitions, the winner of the game is determined. Games are passed on from generation to generation. Different cultures and social classes have different kinds of games, and various tribes and families even have different variations of games, that is the cultural significance of the game.<sup>34</sup>

A game mean an activity that is amusing and interesting, even typically difficult, and an activity within which the learners play and frequently interact with others.<sup>35</sup> Games are separated from procedures, rituals, and pastimes by 2 main characteristics: (1) the ulterior quality and (2) the payoff.<sup>36</sup> A game has 3 major components: players, strategies, and payoffs. A player may be a decision-maker in a game. A strategy may be a specification of a decision for each possible situation within which a player could realize himself or herself. A payoff may be a reward or loss a player experiences once all the players follow their

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<sup>34</sup> Berne, E., *Games People Play The Psychology of Human Relationship*, (London, UK: Penguin Books, 1964)

<sup>35</sup> Andrew Wright, D. B., *Games for Language Learning*. New York, (USA: Cambridge University Press, 2006)

<sup>36</sup> Berne, E., *Games People Play The Psychology of Human Relationship*, (London, UK: Penguin Books, 1964), pp. 40

respective strategies.<sup>37</sup> Payoffs additionally mean the “return” received by a player once the game is complete; higher payoffs are usually assumed to be better.<sup>38</sup> A strategy is a specification of the single choice that a player can create in each situation within which they may realize themselves.<sup>39</sup>

## 2. The Advantages of Games in Vocabulary Teaching and Learning

All games surely have influence based on the aim of the player, however some games offer a lot of opportunities and advantages for womb-to-womb than others and are more likely to be enjoyed by folks. Thus, a vocabulary of any language is immense and its acquisition takes time, even for native speakers. So, there ought to be efforts to boost second language learners’ vocabulary.

There are some advantages of games; (1) internal psychological – this commit to state how the game contributes to internal psychic stability; (2) external psychological – this commit to state what anxiety-arousing situations or intimacies are being avoided; (3) internal social – this offers the characteristic phrase employed in the game as compete with intimates; (4) external social – this offers the key phrase employed in the derivative game or recreation played in less intimate circles; (5) biological – this makes an attempt to characterize the type of stroke that the game offers to the parties involved; (6) existential – this state the position from which the games is often played.<sup>40</sup>

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<sup>37</sup>Stevens, S. P., *Games People Play: Game Theory in Life, Business, and Beyond*, (Virginia: The Great Courses, 2008)

<sup>38</sup>Stevens, S. P., *Games People Play: Game Theory in Life, Business, and Beyond*, (Virginia: The Great Courses, 2008), pp. 101

<sup>39</sup>Stevens, S. P., *Games People Play: Game Theory in Life, Business, and Beyond*, (Virginia: The Great Courses, 2008), pp. 103

<sup>40</sup>Berne, E., *Games People Play The Psychology of Human Relationship*, (London, UK: Penguin Books, 1964), pp. 56-57

Meanwhile the explanations why to place games into the learning. First, language learning is tough work. Games encourage several learners to sustain their interest and work. Second, experiencing language, games additionally facilitate the teacher to make the contexts in which the language is beneficial and substantive, games give a method of serving to the learners to expertise language instead of simply studying it. Third, continual use of language items, by creating language convey information and opinion, games give the key options of “drill” with the added chance to sense the operating of language as living communication.<sup>41</sup> Games involve the emotions, and therefore the meaning of the language is thus more vividly intimate. It is, for this reason, in all probability better absorbed than learning based on mechanical drills. Fourth, central to learning, games are central to a language teacher’s repertoire and not simply a way of passing the time.

Children of all cultures appear to relish games. Yet, the fun issue could facilitate create words more unforgettable, and a competitive component typically serves to animate even the foremost stuporous students.<sup>42</sup> Recent trends in strategies of language teaching have stressed the requirement for substantive activities within the classroom, and therefore the reasons are varied. Substantive tasks will have learners interact in activities that may modify them to be more independent. Also, the fact that the more substantive tasks need learners to analyze and process language more deeply, the more it helps them to commit information to long term memory.<sup>43</sup> Thus, creating classroom vocabulary teaching a more

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<sup>41</sup> Andrew Wright, D. B., *Games for Language Learning*. New York, (USA: Cambridge University Press, 2006), pp. 2

<sup>42</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002), pp.102

<sup>43</sup> Ruth Gairns, S. R. *Working with Words (a Guide to Teaching and Learning)*, (New York, USA: Cambridge university Press, 1986), pp. 90

pleasurable and satisfying experience for teacher and students alike.

### 3. Classification of Games

Games are classified according to any of the opposite specific factors: the aims, the roles, and therefore the most evident advantages. Meanwhile, it is additionally classified into the subsequent factors, those are; (1) Variety of players: two-handed games, three-handed games, five-handed games, many-handed games; (2) Currency used: words, money, elements of the body; (3) Clinical types: hysterical, obsessive-compulsive, paranoid, depressive; (4) Zonal: oral, anal, phallic; (5) Psychodynamic: counterphobic, projective, introjective; and (6) Instinctual: masochistic, sadistic, fetishistic.<sup>44</sup>

Additionally to the number of players, 3 different quantitative variables are typically helpful to consider: (1) Flexibility, some games are played properly with only 1 kind of currency, whereas others are more flexible; (2). Tenacity, some people surrender their games simply, others are persistent; (3) Intensity, some people play their games in a very relaxed way, others are tenser and aggressive. These three variables converge to create games mild or violent.

Also, Lewis and Bedson regarding the classification of games into 10 different kinds, namely:<sup>45</sup>

- 1) Movement games. During this game, the children are physically active. They are usually “rousers” and want to be closely monitored.
- 2) Card games. Children collect, giveaway, exchanger, short, and count cards. The cards will have a meaning or worth in a game or just merely serve as symbols for

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<sup>44</sup> Berne, E., *Games People Play The Psychology of Human Relationship*, (London, UK: Penguin Books, 1964), pp. 51

<sup>45</sup> Sari R, *The Effect of Guessing Game on Students' Vocabulary Mastery*, (Medan, North Sumatera, Indonesia: UIN-SU, 2017)

objects or actions. Cards are typically parts of different game types as well.

- 3) Board games. It is any game that primarily concerned moving markers on the trail. Board games can be made by the children as a fun craft activity.
- 4) Dice games. Dice games are unbelievably versatile. Bear in mind that the dice need not solely have numbers on the faces. They can have numbers, colors, letters of the alphabet. Dice need not be six-sided either. In special shops, you can find 12-sided dice or maybe spherical dice with a weighted ball within the middle. Little children might only roll one dice, whereas older children can play games with 3 or 4 dice at the identical time.
- 5) Drawing games. Drawing games are special because they span a niche between the key function of the brain. On the one hand, drawing needs creative thinking and sensitivity towards the world. On the opposite, the children must be ready to perceive instruction and describe their art. Drawing games are notably useful with shy children who are reluctant to speak. A picture may be a personal issue and although children might not be able to describe their picture, they will answer your question with affirmative or no answers.
- 6) Guessing games. In guessing games, the aim is to guess the solution to an issue of some kind.
- 7) Role-play games. Role-play games are seen as easy, guided drama activities. The language input is quite stiffly prescribed or open counting on the language level, curiosity, and confidence of your class. Role-plays stimulate a child's imagination and are tests of true communication.
- 8) Singing and intonation games. Singing and intonation games typically involve movement, however we tend to



determine them singly since music plays such a very important role in early childhood learning.

- 9) Team games. Team games will belong to the opposite categories however additionally need cooperative cooperation.
- 10) Word games. These games utilize children's enjoyment of fiddling with words. They are principally for older children as they involve spelling and writing.

#### 4. Vocabulary Dice Games

“Vocabulary cannot be taught”. It can be portrayed, explained, enclosed altogether styles of activities, and experienced altogether manner of associations ..... however it is learned by the individual.<sup>46</sup> As language teachers, we tend to should arouse interest in words and a precise excitement in personal development in this area..... We will facilitate our students by providing them ideas on the way to learn, however, each can finally learn a personal choice of items, organized into the connection in a private way”. Then, the question comes up, How vocabulary learning aims achieved? One way is simply to present lots of time for vocabulary activities. Students got to bear in mind what is concerned in knowing a word if teachers expect them to effectively learn words. Teachers can raise awareness of the depth of vocabulary knowledge in some ways, for instance by seeing a word employed in many various ways. Then, the knowledge of form, meaning, and use could also be gained.<sup>47</sup> Also, a vocabulary dice game is an answer for that matter.

Developing vocabulary depth knowledge generally includes the buildup of knowledge through experiencing and

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<sup>46</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002), pp.144

<sup>47</sup> Webb, S. *Depth of Vocabulary Knowledge*, Retrieved June 20, 2021, from Research Gate Publication: [http://www.researchgate.net/publication/278322496\\_Depth\\_of\\_Vocabulary\\_Knowledge](http://www.researchgate.net/publication/278322496_Depth_of_Vocabulary_Knowledge) , 2012, p.5

applying words in a variety of diverse contexts to learn forms, meanings, and uses of words.<sup>48</sup> Ancient techniques in presenting and teaching vocabulary within the classroom or asking the student to consult lists of vocabulary items appear so old-fashioned and monotonous. Since language reflects the contexts in which it is used and therefore the purpose to which it is placed, when teaching vocabulary, we must always begin by teaching new items within the context, on the other hand at the later stage learners ought to be allowed to agitate with the words out of context. This point supports by Honeysfield, he points out that it is essential to provide learners with strategies for inferring the meaning of unknown vocabulary from the context within which it happens. Instead of obtaining them to undertake the long task of memorizing long lists of words, or solely by looking up unknown words in a dictionary which might create the reading process unbearably slow and tedious, and which might in all probability contribute very little to the particular learning of vocabulary.

Talking about the vocabulary dice game, the writer would begin by explaining about the dice. A lot of individuals are not aware that the right term for a numbered cube is „die“. The word „dice“ is the plural. The word „dice“ comes from the old French *dé*, itself derived from the Latin *datum*, which means „the given thing“.<sup>49</sup> But, it is unclear wherever dice first used.<sup>50</sup> A die (plural “dice) is a solid with markings on each of its faces. The faces are typically all identical shapes, creating Platonic solids, and Archimedean duals the plain decisions. The dice can be “rolled” by throwing it within the air/slot

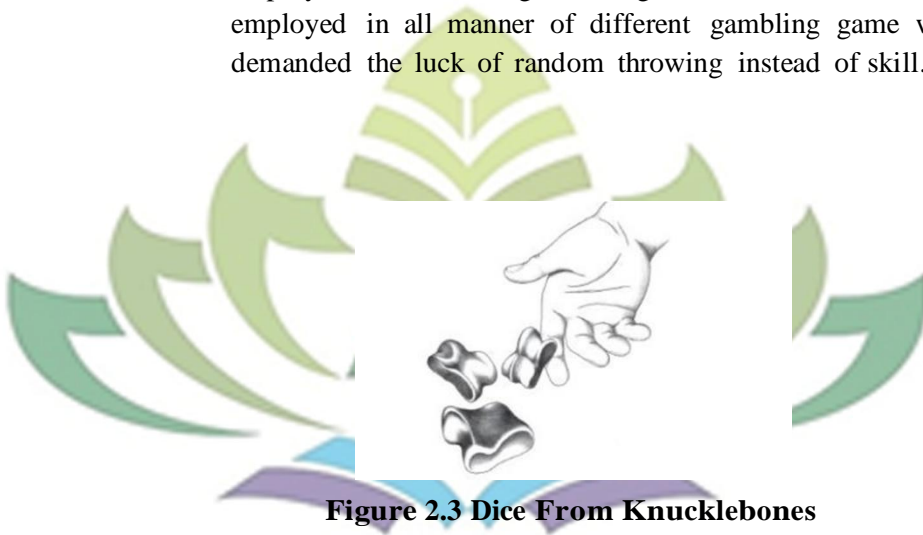
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<sup>48</sup> Webb, S. Depth of Vocabulary Knowledge, Retrieved June 20, 2021, from Research Gate Publication: [http://www.researchgate.net/publication/278322496\\_Depth\\_of\\_Vocabulary\\_Knowledge](http://www.researchgate.net/publication/278322496_Depth_of_Vocabulary_Knowledge) , 2012, p.1

<sup>49</sup> Souter, K., *The Pocket Guide to Dice & Dice Game*, (England, UK: Pen & Sword Publishers, 2012)

<sup>50</sup> Souter, K., *The Pocket Guide to Dice & Dice Game*, (England, UK: Pen & Sword Publishers, 2012), pp. 19

and permitting it to return to rest on one amongst its faces.<sup>51</sup> The first dice were made from the ankle bones of hoofed animals, like sheep, goats, and oxen. The precise bone is that the talus is otherwise referred to as the astragalus. It is tetrahedral in shape so that it will land in one amongst four positions. So they became known by the Greeks and Romans as astralgi or „knucklebones“.<sup>52</sup> The Greeks and Romans then began to create dice from other materials, such as wood, metal, ivory, bone, and animal horn. When they adopted the cube as the standard shape it was necessary to differentiate the sides, hence they were numbered one to six.<sup>53</sup> Dice employed in a range of games. Nonetheless, dice employed in all manner of different gambling game which demanded the luck of random throwing instead of skill.<sup>54</sup>



**Figure 2.3 Dice From Knucklebones**

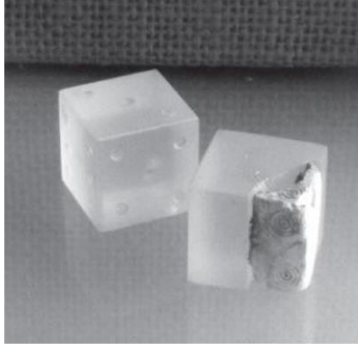
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<sup>51</sup> Weisstein, E. W., 2006, Dice. Retrieved from A Wolfram Web Resource: <https://mathworld.wolfram.com/Dice.html>

<sup>52</sup> Souter, K., *The Pocket Guide to Dice & Dice Game*, (England, UK: Pen & Sword Publishers, 2012), pp. 165

<sup>53</sup> Souter, K., *The Pocket Guide to Dice & Dice Game*, (England, UK: Pen & Sword Publishers, 2012), pp. 29

<sup>54</sup> Souter, K., *The Pocket Guide to Dice & Dice Game*, (England, UK: Pen & Sword Publishers, 2012), pp. 54



**Figure 2.4 Roman Dice From the Palace at Fishbourne**

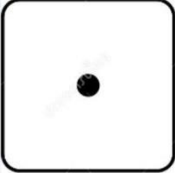
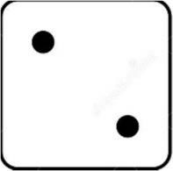
There are no sure sources regarding Vocabulary Dice Game. The writer found and created the term “Vocabulary Dice Game” by herself once she designedly scrolling up Pinterest. The writer collaborates the available media with the theory of vocabulary depth knowledge, then it simply becomes a match. Vocabulary Dice Game is one amongst the acceptable ways in which to facilitate learners in learning vocabulary and its opportunities. Although before creating this media, the writer read some relevant literature regarding dice game and vocabulary depth knowledge from other researchers, and understand that the research on depth – or quality – of vocabulary knowledge is sort of restricted, even in studies involving native speakers of English. So, the writer realizes, this may be an inspiration within the study of vocabulary depth knowledge.

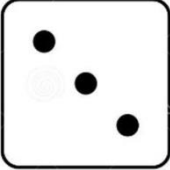

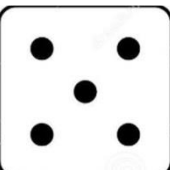

The Vocabulary Dice Game is a game to boost and facilitate learners regarding word knowledge and its opportunities, which students given the directions about lexical knowledge throughout the game (define, synonymy, antonymy, pronounce & spell, make a simple sentence, and act it out). The materials required are dice, slots, word cards, and instructions paper. The game competes with a group, slightly the same as monopoly

and snake ladder. What distinctive regarding this game is that the opportunities that the activity offers, which will offer the player possibilities to explore kinds of depth word knowledge in a fun, challenging, and unforgettable way.

The procedures are:

1. Students divided into some teams containing 4-5 persons.
2. Each group was given one set of vocabulary dice game (1 dice, 1 slot, word cards).
3. Each person is given instructions paper contains numbered rolled and activities.
4. Each person rolls a dice and therefore the high score gets to play first, this is often the term for selecting the first person to play.
5. Act within the usual way, starting with the one who wins the high roll, then go clockwise.
6. Each person rolls the dice and takes the word cards for then doing the instructions given.
7. The one who cannot do the instructions are given a penalty.
8. A person who can answer the foremost will receive a present.

Numbered Rolled	A
	D e
	Synonymy

	Antonymy
	Spelling
	Make a Sentence
	Act it Out

### C. Previous Studies

Conducted a study for his thesis to explore the link between vocabulary size, depth of vocabulary knowledge, and reading comprehension in English as a second language (ESL).<sup>55</sup> Specifically, research using multivariate and content analyses. The research assessed the role of depth vocabulary knowledge in 74 adult Chinese and Korean speakers' comprehension of general academic texts in English. The main study examined to what extent the depth of vocabulary knowledge adds to the prediction of reading comprehension scores over and above the prediction afforded by vocabulary size, employing as instruments a portfolio of the vocabulary

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<sup>55</sup> David D. Qian, *Depth of Vocabulary Knowledge: Assessing its Role in Adult's Reading Comprehension as a Second Language*, (Toronto, Canada: University of Toronto, 1998)

knowledge test, a reading comprehension test, and a background questionnaire. Among other findings, the research made empirical evidence that: (a) scores on vocabulary size, depth of vocabulary knowledge, and reading comprehension were positively, and closely, related; (b) depth of vocabulary knowledge created a unique contribution to the prediction of reading comprehension scores, over and above the prediction afforded by vocabulary size; (c) depth of vocabulary knowledge played a fundamental role in these ESL learners' reading comprehension processes; (d) there was a positive relationship between the learners' depth of vocabulary knowledge and their lexical inferencing ability; and (e) in processing the meaning of unknown words, all learners looked for cues to meaning, however those with greater depth of vocabulary knowledge perceived to focus a lot of on word meanings, whereas learners with less depth of vocabulary knowledge tended to focus a lot of on word forms. The result of this research suggests the importance and necessity of improving the depth of learners' vocabulary knowledge in their ESL learning.

Conducted a study to get empirical evidence concerning the effect of using dice game on students' vocabulary mastery.<sup>56</sup> Her research method was experimental quantitative research. It had been conducted within the second year of the students in SMP Sw. HKBP Medan. It is designed by using three steps, namely: pre-test, treatments, post-tets. The findings show, the means scores of the experimental group are on top of that of the controlled group, which suggests the dice game affected students' vocabulary mastery. Second, the treatment by employing a dice game shows that students' vocabulary mastery is better than without a dice game.

Based on the above previous studies, it can be seen the differences during this research compared to those previous researches. The second research describes the general design

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<sup>56</sup> Sari R, *The Effect of Guessing Game on Students' Vocabulary Mastery*, (Medan, North Sumatera, Indonesia: UIN-SU, 2017)

of this research, that is consists of 2 related studies, the main study, and a follow-up study. Meanwhile, the other two and this study used quasi-experimental. The other difference is the first and third studies used games to examine vocabulary achievements and vocabulary mastery, whereas this study used games to examine vocabulary depth knowledge. However, the similarity of this study with those studies is first, the research on vocabulary, either the media for vocabulary learning or the research concerning vocabulary depth knowledge. Second, the sample of all those researches considered English as their foreign language. Thus, the writer would focus this study on seeing the effectiveness of vocabulary dice games on students' vocabulary depth knowledge.

#### **D. Thinking Framework**

It is generally recognized that vocabulary plays a very important role in language acquisition. Many researchers assumed that vocabulary is the most important of language components, nevertheless it does not have specific rules of what to learn. Meanwhile, receptive and productive vocabulary as the types of vocabulary has varied contributions to language skill performance. Also, it essential to give the learners the opportunities to learn the depth of word knowledge. Whereas knowing a word is a concept that does not solely entail definition and meaning that is much too simple, however, it means knowing the "core" meaning of a word and how it changes in several contexts.

The researcher found that principally SL2 spends many efforts to con a listing of words and simply rely on a bilingual dictionary as a basic resource. As a result, many teachers and researchers usually acknowledge the importance of vocabulary learning and are exploring ways to push it a lot of effectively. Most of the learners conjointly understand the importance of vocabulary. There are already several available ways to learn vocabulary, like from reading texts, language learning apps in smartphones, and even games. Sadly, for years, the teaching



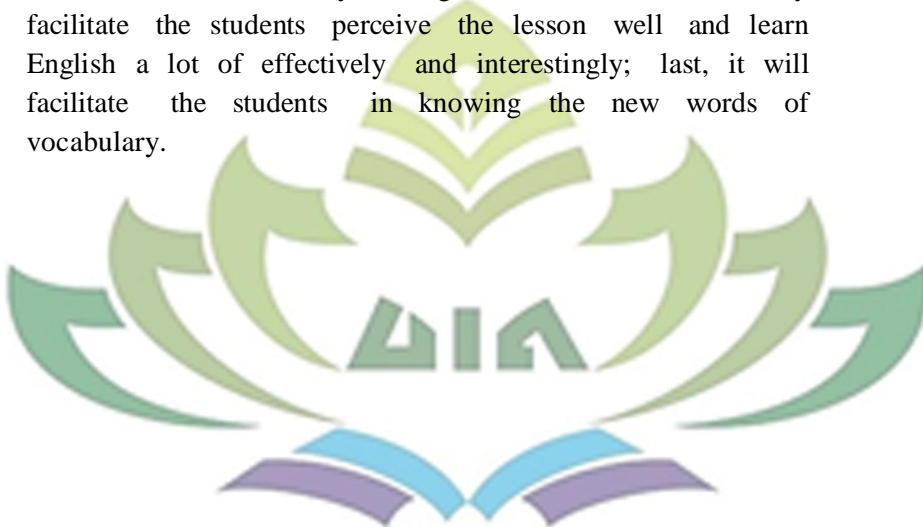
of vocabulary within the classroom was neglected and has not fully realized the huge needs of vocabulary in the process of learning and developing the knowledge of students' language. Students have to be compelled to bear in mind what is concerned in knowing a word if teachers expect them to effectively learn words. Teachers can raise awareness of the depth of vocabulary knowledge in many ways, for instance by seeing a word utilized in many various ways. Then, knowledge of form, meaning, and use may be gained. Besides, a vocabulary dice game can be a solution for that matter.

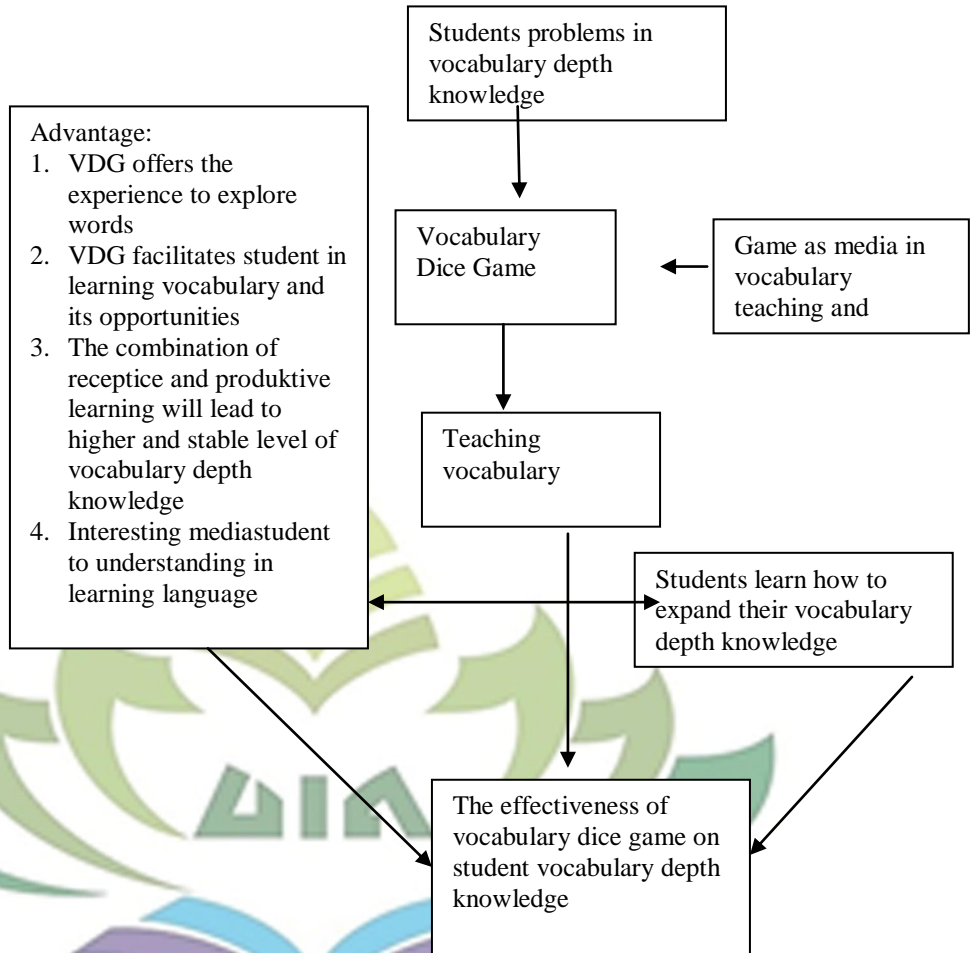
Meanwhile, there are some reasons why to put games into learning. First, language learning is tough work. Games encourage several learners to sustain their interest and work. Second, experiencing language, games conjointly facilitate the teacher to make the contexts during which the language is beneficial and meaningful, games offer one way of helping the learners to expertise language instead of just study it. Third, continual use of language items, by creating language convey information and opinion, games offer the key features of „drill“ with the supplementary chance to sense the operating of language as living communication. Games involve the emotions, and therefore the meaning of the language is thus more vividly experienced. It is, for this reason, most likely higher absorbed than learning based on mechanical drills. Fourth, central to learning, games are central to a language teacher's repertoire and not merely a way of passing the time.

The advantage of a vocabulary dice game is to be convinced that the combination of receptive and productive learning will lead to a higher or more stable level of vocabulary knowledge and that would reduce the chance of forgetting the words. Furthermore, when the knowledge of a word learned both receptively and productively, it will decrease a result of the natural forgetting process, productive knowledge – which is

assumed to be more complex – would decrease first and that receptive knowledge remain.

Considering the statement above, the writer decides to employ a vocabulary dice game which may be a solution to it matters similarly as giving the learners opportunities to explore forms of words, specifically for vocabulary depth knowledge. The advantages of vocabulary dice game based on the writer's assumptions are; first, vocabulary dice game adds variation to a lesson and increase motivation by providing an efficient way to use the target language; second, the game context build the foreign language immediately useful to the children; third, vocabulary dice game as a media will surely facilitate the students perceive the lesson well and learn English a lot of effectively and interestingly; last, it will facilitate the students in knowing the new words of vocabulary.





**Figura 2.5 Thinking Framework**

### **E. Theoretical Hypothesis**

Based on the problem of the study and theoretical framework above, the writer states that the hypothesis of this study as follows.

Hypotheses are used to know and to seek out the answer to the research question similarly to conclude the study. The hypotheses of the study can be analyzed as follows:

$H_a$ : Vocabulary dice game provides a positive effect on students' vocabulary depth knowledge.

$H_0$ : Vocabulary dice game provides a positive effect on students' vocabulary depth knowledge.

