

## **CHAPTER II REVIEW OF LITERATURE**

### **A. Frame of Theory**

#### **1. Concept of Teaching English as a Foreign Language**

Language is a highly organised system in which each unit plays an important part which is related to other parts.<sup>1</sup> It means that language is considered as a tool of communication. In this case, language is so important in our life. By using language, people can express their ideas, and their feelings in interaction to others. Based on the theoretical of language above, we can see that someone needs communicating, acquiring knowledge and skill, taking education and establishing relation with other people. In teaching learning process, the teacher of course uses language to communicate, to express the material to the students. Teaching learning process will not going on without a language, it shows that a language takes an important role in communication, especially in teaching and learning process.

There are a lot of languages that can be used for communicating. One of language is English. As we know that English is an international language that is used by people around the world. By using English, people can communicate each other although they are from different countries.

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<sup>1</sup> Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher, for Regional English Language Center*, (Singapore:Singapore University Press, 1975), p.1

In teaching learning process, the foreign language provides the students with the skills which enable them to communicate orally with the teachers or other people who have learned the language. According to Richard, “there are three processes in learning a language – receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it become a personal skill”.<sup>2</sup> It means that from the transferring process the material, students who learn a language are expected to be a person have a lot of knowledge.

In teaching English as a foreign language the teachers should have known what teacher should do. Harmer states, “teaching is facilitating learning, enable the learner to learn, setting the condition for learning and showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand.”<sup>3</sup> It means that teaching is a process that should be done by teacher based on experiences, knowledge and material preparation, the aim of teaching can be reached. And it is also hoped at the end of teaching English as a foreign language activities students will understand the subject that is taught.

In activity of learning language, the learners can try to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Thornbury states that without grammar little things can be conveyed,

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<sup>2</sup> Jack C Richard, *Approach and Methods in Language Teaching* (2<sup>nd</sup> Ed.) (Cambridge University Press, 2001), p.41

<sup>3</sup> Jeremy Harmer, *The Practice Of English Language Teaching* (3<sup>rd</sup> Ed.) (London: Longman, 1991), p.39

without vocabulary nothing can be conveyed.<sup>4</sup> Furthermore, Thornbury explains, “however if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.”<sup>5</sup> In short, vocabulary is basic element of language which will make the language meaningful.

Teaching English as foreign language will be different from teaching English as second language such as English in Malaysia, India, etc. Teaching English as a foreign language means English is taught to people whose main language is not English and who live in a country where English is not the official or main language. While teaching English as *second language* is a language which is not their native language but which they use at work or at school. Native English speaker is a person whose mother tongue is English, regardless of whether she or he is from the UK, the USA, Australia or any other English speaking country. English native speaker is an English person (i.e. born in England). In other words that teaching English as a foreign language and teaching English as a second language is not necessarily different. In Indonesia, English becomes the first foreign language. Language learners in Indonesia do not use English in daily interaction. English just be taught in schools, it does not play an essential role in social life.

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<sup>4</sup> Scott Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Limited, 2002), p.13

<sup>5</sup>*Ibid*, p.13

As a foreign language, English is considered to be compulsory subject in the school. The teacher should prepare the material and media well because teaching English as the foreign language is rather difficult.<sup>6</sup> In Indonesia, English is learned from elementary to university which English is only the local content in elementary school.

Based on the statement above, It can be concluded that language plays an important role in communication and aspect of education. English as a foreign language is learnt by people through teaching and learning process including transferring material and knowledge. It is hoped that the students have the ability to use vocabulary either orally or written because the objective of English instruction is to facilitate the students to communicate in spoken or written. The teacher should be able to create technique that is fun in the classroom in order to support the students to be interested in teaching learning process.

## **2. Concept of Vocabulary**

### **a. Definition of Vocabulary**

We need language to communication, without language it will be impossible for human being to express their ideas and to understand what others say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies, there will be less difficulties in comprehending the text and in expressing ideas in speaking and writing.

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<sup>6</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.<sup>7</sup> Hatch and Brown also state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.<sup>8</sup> From the definitions, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

According to Brown, “Vocabulary is seen in its central role, conceptualized meaningful language.”<sup>9</sup> Based on this statement, it is important for the teacher to create some way in teaching and learning vocabulary. The teaching learning must be enjoyable, so that the students can receive and understand it easily. Vocabulary should be mastered in language learning, especially in teaching and learning English as a foreign language, because vocabulary can present or explain in all kinds of activities.

Based on the statement above, the researcher concludes that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. Vocabulary is very important for people create teaching and learning English.

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<sup>7</sup> Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press, 2001), p.75

<sup>8</sup> Everlyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (London: Cambridge University Press, 1995), p. 1

<sup>9</sup>H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed.) (San Francisco: Longman, 2001), p. 70

Through vocabulary, people can exchange their thoughts and ideas. A great range of vocabulary will help students to be able to understand a written text in English, comprehend the message, and also to speak and write in English. Therefore, it is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

### **b. Kind of Vocabulary**

Vocabulary has some types that needs to be learnt. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. He explained that there are at least four types of vocabulary, There are 1) Adverb 2) Adjective 3) Verb 4) Noun.<sup>10</sup> Those can be desribed as follows:

#### **1) Adverb**

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>11</sup> While Sjah and Enong states that adverb is a word that explain about how, where and when a thing happen.<sup>12</sup> So, from this statements can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explaine how,when and where a thing happen. For example : now, tomorrow, certainly, maybe and others.

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<sup>10</sup> Scott Thornbury, *Op Cit*, p.4

<sup>11</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall INC, 1972), p.141

<sup>12</sup> Djalinus Sjah and Enong, *Modern English Grammar*, (Jakarta: Cv Singlex, 2000), p.72

## 2) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.<sup>13</sup>

While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.<sup>14</sup> It means that adjectives is a word that describe noun and has the grammatical property of comparison. For example: smart, beautiful, small etc.

## 3) Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.<sup>15</sup> While Sjah and Enong states that verb is a word that is showed measure and condition of a thing.<sup>16</sup> So, verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

## 4) Noun

Noun is the name of a thing. Everything that exists has a name, whether you can see it or not.<sup>17</sup> Sjah and Enong say that noun is a word used to name people, place, plant,

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<sup>13</sup> Marcella Frank, *Op Cit*, p 109

<sup>14</sup> Djalinus Sjah and Enong, *Op Cit*, p. 27

<sup>15</sup> Marcella Frank, *Op. Cit*, p.47

<sup>16</sup> Djalinus Sjah and Azimar Enong, *Op. Cit*, p.30

<sup>17</sup> Dykes and Barbara, *Grammar for Everyone* (London: Acer press, 2007), p. 22

object, animal, quality and abstract concepts.<sup>18</sup> While, Frank says that noun is one of the most important parts of speech.<sup>19</sup> So, it can be concluded that noun is the name of things or words that is used to name people, place plant, animal, etc.

There are four kinds of nouns according to Plathottam, such as :<sup>20</sup>

### 1. Common Nouns

Words for people, place and things are called common nouns. These are names of everyday things that we can see, hear or touch.

a) These common nouns are words for things.

*Ruler, chair, train, bus, printer, computer, dictionary, lamp, etc.*

b) These common nouns are words for animals.

*Dog, giraffe, elephant, tiger, frog, horse, sheep, goat, etc.*

c) These common nouns are words for places.

*Bank, airport, zoo, school, mosque, supermarket, etc.*

d) These common nouns are words for people who do certain things.<sup>21</sup>

*Singer, athlete, lawyer, farmer, brother, pilot, etc.*

### 2. Proper Nouns

The names of particular people, place, and things are proper nouns, they always begin with a capital letter. For example : January, Sunday, New

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<sup>18</sup> Djalinus Sjah and Azimar Enong, *Op. Cit.* p.15

<sup>19</sup> Marcella Frank, *Op. Cit.*, p.6

<sup>20</sup> Fr. George Plathottam, *Grammar Way* (New Delhi: Cholar Publishing House 2007), p.12

<sup>21</sup> Howard Sargeant, *Basic English Grammar*, (New York: Saddleback Educational Publishing, 2007 ), p.22-27

Year's Day, Monas, Japan, Japanese, etc.

### 3. Material Nouns

Material nouns name such things as are used to make different articles of use. A material noun is the name given to substance of which various things are made.<sup>22</sup> Materials include wood, iron, gold, plastic, silvers, etc.

### 4. Collective Nouns

Words for groups of people, animals or things are called collective nouns.

Based on number, noun divided into two classified :

#### a. Countable Nouns

Countable nouns can be singular or plural : book(s), hotel(s), boat(s), day(s), job(s), piece(s). We use uncountable nouns for separate, individual things such as books and hotels, things we can count.

#### b. Uncountable Nouns

Uncountable nouns are neither singular nor plural : water, sugar, salt, music, electricity, money. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.<sup>23</sup>

Further, according to Kridalaksana, "Vocabulary represent : (1) Language component claiming all information about meaning and word usage (2) Vocabulary mastery of

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<sup>22</sup> Fr. George Plathottam, *Op Cit.*, p.20

<sup>23</sup> John Eastwood, *Oxford Guide to English Grammar*, (New York : Oxford University Press, 1994), p.179

the speaker or writer of a language. It consists of : single word, complex word, compound word and idiom.<sup>24</sup> It means vocabulary represents all information about meaning and word usage such as single word, complex word, compound word and idiom.

Single word is word whose root cannot be morphologically analyzed, for example : teach, friend and nation. While complex word is word which is formed by a single word added with certain augmentation, in the form of prefix or suffix, for example : teacher, unfriendly, national.<sup>25</sup> Compound word represents the word yielded with the combination of two words or more to form new word, for example : supermarket, drugstore, and handbag. While the idiom represents the lexical meaning built from some words, which cannot be explained again by looking at the forming words, for example : turn down, run out, hang on, give in and etc.<sup>26</sup>

In addition, according to Jackson and Amvela, word can be classified as:

1. Single word

Single word is free morphemes, such as *door*, *knob* and *animal*.

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<sup>24</sup> Harimurti Kridalaksana, *Kamus Linguistik*, (Jakarta: PT. Gramedia Pustaka, 2008), p.142

<sup>25</sup> Jhon Lyons, *Language and Linguistic*, (New York: Cambridge University Press, 1990), p.18

<sup>26</sup> Zainuddin, *Pengetahuan Kebahasaan Pengantar Linguistik Umum*, (Surabaya: Usaha Nasional,1985), p.28

## 2. Complex word

Complex ( or derived ) words such as *spoonful, reanimate,mentally, farmer* are formed from single words by addition of affixes or some other kind of morphological modification.

## 3. Compound word

Compound words or single compounds, are formed combining two or more words (free morphemes) with or without morphological modification, e.g. *cheeseburger, pound saver, wild-animal-tamer.*<sup>27</sup>

In short, vocabulary can be clasified as single word, complex word, compound word, and idiom. In this research, the researcher will focus on words vocabulary mastery based on the seventh grade syllabus. They consist of single word, complex word and compound word for teaching vocabulary in Junior High School.

From the statements above, It is clear that vocabulary is a listing of all words that need to be known and learnt and the types of vocabulary are adverb, adjective, verb, and noun. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary. Vocabulary should be mastered in language learning especially in teaching learning English as a foreign language. In this research the students vocabulary mastery is their ability to use or understand word that they have learned in certain situation which they really have experienced in their life.

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<sup>27</sup>Howard Jackson & Etiene Ze Amvela, *Words, Meaning and Vocabulary ; an Introduction to Modern English Lexicology*, (New York: The Cromwell Press, 2004), p.51

### c. Vocabulary Mastery

According to Kamil and Hiebert, “vocabulary is knowledge of meanings of words”.<sup>28</sup> 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 like a master painter.<sup>29</sup> So, all of knowledge of word is vocabulary. It means that vocabulary is vital part of language, because a language is formed by words. If we have had good enough vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

Vocabulary mastery is one of components to master English as a foreign language in elementary, intermediate, and advanced levels. According to Guskey “mastery is a terms that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept , skill or subject every one has a different definition.”<sup>30</sup> In short, vocabulary mastery is the ability to use or understand words that they have learned.

Shejbalova states that generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the ability to know its are as follows :

1. Meaning : relate the word to an appropriate object or context

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<sup>28</sup> Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, Lawrence Erlbaum Associates (LEA), (London : Mahwah, 2005), p.3

<sup>29</sup> *Vocabulary*. Available on: <http://www.vocabulary.com/dictionary/mastery>. Accessed on January 6<sup>th</sup>, 2016

<sup>30</sup> Thomas R. Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press 1994), p.1

2. Usage : knowledge of collocations, metaphors and idioms, as well as style and register ( the appropriate level of formality), to be aware of any connotations and associations the word might have
3. Word formation: ability to spell and pronounce the word correctly, to know any derivations ( acceptable prefixes and suffixes )
4. Grammar : to use it in the appropriate grammatical form.<sup>31</sup>

In Addition, Harmer states, there are four basic aspects that students need to know in learning new vocabulary items.<sup>32</sup> They are as follows:

1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word 'head', for example, sometimes means a top of human body, but it can also means the leader of office e.g. headmaster. The other facts sometimes word have meaning in relation such as antonym and synonym. Thus students need to know the meaning of *vegetable* as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. *Vegetable* has a general meaning whereas I is more specific.

2. Word Use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we

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<sup>31</sup>Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Thier Influence on Students' Acquisition*, (Czech Republic: Masaryk University, 2006 ), p.10.

<sup>32</sup> Jeremy Harmer, *Op. Cit*, p. 18.

stretch its meaning to describe the way people talk to each other (“*don’t move or you’re dead*”, she hissed). That’s metaphorical use, at the same time, we can talk about treacherous people as snake (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as raining cats and dogs, my house is castle, etc.

### 3. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form. The students need to know how words are spelt and how they sound. For example, there is a clear relationship between the words death and dead, dying and die, etc.

### 4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

In short, there are four basic aspects that students need to know in learning new vocabulary items. They are word meaning, word use, word formation, and word grammar. In this research, the researcher will focus on word meaning and word formation because it is about vocabulary items that have more than one meaning, have different pronunciation and it is appropriate with the syllabus in that school.

Based on the explanation above, it can be concluded that vocabulary mastery is the ability to use or understand words that they have learned. By mastering vocabulary we will be better in speak, listen, read, and write. Vocabulary is very important for teaching and learning English language skill. Four basic aspects that students need to know in learning new vocabulary items are word meaning, word use, word formation, and word grammar.

### **3. Concept of Teaching and Learning Vocabulary**

Teaching vocabulary plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching methods, strategies, techniques or media which are suitable with the students' needs based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she will teach.<sup>33</sup> Both students and teacher need to know how to talk about language at various points during learning and teaching.<sup>34</sup> This is not only so that teacher can explain and student come to understand, but the teacher know what going to correct it. It means the teacher should know what he/she wants to teach in order to make student understand easily.

According to Thornbury there are five of factors that have relation on teaching set of word be considering by the teacher :

1. The level of the learners ( whether beginners, intermediate, or advanced ).
2. The learner's likely familiarity with words ( learners may have met the word before even though they are not part of their active vocabulary ).
3. The difficulty of item-whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
4. Their "teach ability" –whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production ( in speaking and writing) or for recognition only ( in listening and reading ).<sup>35</sup>

Teaching vocabulary can be done through four phases :

1. *Introducing* : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
2. *Modeling* : the teacher gives an example and act as a model.
3. *Practicing* : the teachers train the students to imitate and practice

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<sup>33</sup> Michale Wallace, *Teaching Vocabulary*, (London: British Library, 1982), p 83

<sup>34</sup> Jeremy Harmer, *How to Teach English*, (London: Longman, 1998), p 34

<sup>35</sup> Scott Thornbury, *Op Cit*, p. 75-76

4. *Applying* : the students applying in the right situation with the help teacher.<sup>36</sup>

In learning vocabulary, the students will know that some words seem easier to be learned than others. There are six factors that make some words more difficult than others, they are : pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity. Those are can be described as follows :

1. **Pronunciation** : Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
2. **Spelling** : Sound-spelling mismatches are likely to be the cause of errors, either or pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
3. **Length and complexity** : Long words seem to be no more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
4. **Grammar** : Also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.

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<sup>36</sup> R. Ellis, *The Study of Second Language Acquisition*, (Oxford : Oxford University Press, 1995), p.29

5. **Meaning** : when two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be trouble some for learners.
6. **Range, connotation and idiomaticity** : Words can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.<sup>37</sup>

Referring to definition above, it is clear that in teaching vocabulary, teacher should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of words. In teaching and learning vocabulary, it is not enough only to ask over the students to memorize a list of words, but also to practice them in sentence patterns. Therefore, the English teacher should introduce the new words or vocabulary and the students need to do some practices by relating a word to another words or making in a sentence.

#### **4. Concept of Approach, Method, and Technique**

In general area of methodology, people talk about approaches, methods, technique, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions

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<sup>37</sup>Scott Thornbury, *Op. Cit*, p. 27-28

which will promote successful language learning.<sup>38</sup> According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.<sup>39</sup> Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.<sup>40</sup> It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.<sup>41</sup>

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.<sup>42</sup> It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeats the right one. Brown states that a technique also

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<sup>38</sup> Harmer, *Op.Cit.*, p. 78

<sup>39</sup> H. Douglas Brown, *Op. Cit.*, p.16

<sup>40</sup>Jeremy Harmer, *The practice of Language Teaching* (4<sup>th</sup> ed) (London: Longman, 1999), p.62

<sup>41</sup>*Ibid*, p.62

<sup>42</sup> Setiyadi, *Op.Cit.*, (Yogyakarta: Graha Ilmu, 2006), p.14

commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.<sup>43</sup> It is almost same with Setiyadi's statement where the technique refers to by some activities in the teaching and learning process. One kind of the technique is game.

## 5. Game

One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student. According to Hadfield, a game is an activity with rules, a goal and an element of fun.<sup>44</sup> Furthermore, according to Salen and Zimmerman, a game is a system in which players engage in an artificial conflict, defined by rules that results in a quantifiable outcome.<sup>45</sup> It means that game is an activity with rules that results in a quantifiable outcome, goals to win the game, and element of fun for both teacher and student.

French sociologist Roger Caillois, in his book *Les jeux et les hommes (Games and Men)*, defined a game as an activity that must have some characteristics as follows:

- a. *fun*: the activity is chosen for its light-hearted character.
- b. *separate*: it is circumscribed in time and place.
- c. *uncertain*: the outcome of the activity is unforeseeable.
- d. *non-productive*: participation does not accomplish anything useful.
- e. *governed by rules*: the activity has rules that are different from everyday life.

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<sup>43</sup> H.Douglas Brown, *Op.Cit*, p.16

<sup>44</sup> Jill Hadfield, *Elementary Vocabulary Games*(London: Longman,1990) p.4

<sup>45</sup> Katie Salen and E. Zimmerman, *Rules of Play : Game Design Fundamentals*(London: MIT Press Cambridge, 2004), p.11

f. *fictitious*: it is accompanied by the awareness of a different reality.<sup>46</sup>

Games are vital part of teachers' equipment, not only for the language practice but also for therapeutic effect they have.<sup>47</sup> The statements point out two important functions of using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the materials. Second, by engaging the students in a game give them pleasure and kill the students' boredom and laziness. This created a good atmosphere in the classroom, where the students paid more attention to the lesson. Therefore, this might motivate the students to sustain their interest and work in learning a language.

There are many kinds of games which can be used in teaching English. Lewis and Bedson divided games according to their general character and spirit. They distinguish:

- a. **movement games** – games in which children are physically active.
- b. **card games** – games during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
- c. **board games** – all games which mainly involve moving markers along a path.
- d. **dice games** - games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.

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<sup>46</sup> Roger Caillois, available on <http://en.wikipedia.org/wiki/Game> (Accessed on February 16<sup>th</sup>, 2017)

<sup>47</sup> Jeremy Harmer, *Op. Cit*, p. 101

- e. **drawing games** – they require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
- f. **guessing games** – the aim in these games is to guess the answer of some kind questions.
- g. **role-play games** – they can vary from guided drama to free speaking activities but it depend on the language level, curiosity, and confidence of players.
- h. **team games** – they can belong to other categories but also require cooperative team work.
- i. **word games** - this kind of games allow to utilize children’s enjoyment with words.<sup>48</sup>

Vocabulary game is one in which the learners’ attention are focused mainly on words, and should offer much opportunity for the learners to practice the sentence pattern vocabulary. In this case, a vocabulary game is given much opportunity to produce and develop students’ vocabulary mastery offered in a game. Games also help the teacher to create contexts in which the language is useful and meaningful.<sup>49</sup> By using game in language teaching, it will help students to learn English in a fun way.

From the definition above, the researcher concludes that game is an activity which has a goal and rule of the activity and it is meaningful for the students to increase

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<sup>48</sup> Lewis and Bedson, G., *Games for Children* (Oxford: Oxford University Press, 2002), p 8-16.

<sup>49</sup> Matt Errey, available on [www.teflgames.com/games](http://www.teflgames.com/games) (Accessed on March 20<sup>th</sup> 2015)

theirs' skill and components of language. The main focus of using game in class is to help students in learning process and to make them fun. One kind of game that can be used is Hangman game.

## **6. Concept of Hangman Game**

### **a. Definition of Hangman Game**

Greenall explains Hangman game is a words game.<sup>50</sup> Hangman game is a game for teaching English in which the teacher gives a word clue to the students. Wright says Hangman game is a game that focuses on vocabulary and spelling.<sup>51</sup> It means that Hangman game is a kind of technique for teaching vocabulary by guessing and spelling word. By using the Hangman game, the teacher made the students more interested and eager to explore their vocabulary mastery. It is an enjoyable game especially for both students and teachers of Junior High School.

Concerning the statements above, it is obvious that Hangman game is a game in teaching vocabulary to students. This game gives opportunity for students to recall their memory of words by spelling and guessing words to get some new vocabulary. This game makes students to be more interested and motivated in learning vocabulary since this game is appropriate for the characteristics of Junior High School students who love competitive activity and group work. The researcher assumes that the

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<sup>50</sup> Greenal S, *Language Games and Activities* (Hulton: Hulton Educational Publications Ltd, 1988), p. 84

<sup>51</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning* (New York: Cambridge University Press, 2006), p. 111

students do not think what they are studying but they are playing game. However, it is conducted to enrich their vocabulary. Therefore, the researcher believes that teaching English vocabulary by using Hangman game created good atmosphere in the classroom, so that the students were not bored and they did not realize that they are actually learning.

Based on the explanation above, it can be concluded that Hangman game is a kind of technique for teaching vocabulary by guessing and spelling word in which one player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters and involving the gradual drawing of a stick figure hanging from the gallows.

**a. Procedure of Teaching Vocabulary by Using Hangman Game**

In teaching vocabulary using Hangman game, there are some procedures to be applied by the teacher. Here are the procedures of teaching vocabulary using Hangman game:

- a. One player thinks of a word and writes down a series dashes, which represent the series of letters that make up the word;
- b. The other players guess what the letters are;
- c. If they guess a letter right, the first player has to fill it in on the relevant dash;
- d. If they guess a letter wrong, he or she may draw one (more) component of a drawing of a man hanging on the gallows;
- e. The guesses continue until either the whole word has been guessed, or the Hangman drawing has been finished;

- f. If the first player completes the drawing before the other has guessed the word, he or she wins, and may choose other words to be guessed;
- g. If the word is guessed first, then the player to fill in the last letter(s) of the word may choose the next.<sup>52</sup>

To apply Hangman game in teaching vocabulary, the researcher proposes some steps as follows:

- a. The students and researcher determines the theme of vocabulary (for example: sport, occupation, and public places);
- b. The students are divided into some groups (each groups consist of 7 students) by the researcher;
- c. One student in each group is asked to choose a word or picture that has been given by the researcher and then makes the number of letters with a series of dashes. The students who choose the picture should know the name of the picture; it means Hangman game could improve the indicator of meaning;
- d. In turn, the other groups guess the letters of the word one by one based on the clue/s given by the person who chooses the word. The students are asked to guess the word correctly in spelling;
- e. If the letter is contained the word, it is marked in its correct position above the dash;

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<sup>52</sup> Penny Ur, *A Course in Language Teaching* (London: Cambridge University press. 1998), p.

- f. If they guess a letter wrongly, the researcher may draw one component of a drawing of a man hanging on a gallows (it is presented in the projector);
- g. Each a student guesses a letter which does not occur in the word, further part is added to complete the drawing of a man hanging on a gallows. There are ten parts to the gallows and if there are ten wrong guesses, the student who chooses the word wins a point. If one of the groups can guess the word correctly, the group wins a point;
- h. After the word can be guessed, the students and the researcher spell together the word correctly;
- i. Then, the students and the researcher pronounce the word correctly;
- j. After pronouncing words correctly, the students are asked to connect the word/s that related to the word. Here, the students are asked to give their opinion on the appropriate context with the word. With these activities, students have used the word in context.

Based on the Explanation above, the researcher can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach vocabulary by using Hangman game. Those steps can help the teachers teach easily.

### **c. Advantages and Disadvantages of Using Hangman Game**

#### **1. Advantages of Using Hangman Game in Teaching Vocabulary**

1. It can support students to be interested in learning English.
2. This game can run through the boredom.

3. It can develop their linguistics skill, especially for spelling, pronunciation and concentration.
4. Get the students to be cooperative not competitive.
5. It is more effective in learning English.<sup>53</sup>

From the advantages above, it can be concluded that using Hangman games in teaching vocabulary mastery is effective enough particularly in Junior High School, because it can make students remember the vocabulary and can be used to add vocabulary easily.

## **2. Disadvantages of Using Hangman Game in Teaching Vocabulary**

1. Students will be gambling.
2. Not every student feels comfortable.
3. It is difficult for teacher to manage their students in each group when they are playing this game.<sup>54</sup>

From the statement above, the researcher can conclude that by using Hangman game in a classroom have several limitations, they are: students will be gambling, not comfortable, and the teacher difficult to manage the class well.

Even though there are some advantages and disadvantages of using Hangman game in teaching vocabulary, however the researcher assumes that Hangman still can be

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<sup>53</sup> Nofi Prasetiawati, "Teaching Vocabulary Using Hangman Game in the Fourth Grade Students of Elementary School." (Article of English Education Study Program Muhammadiyah Purworejo University, Purworejo), p. 36

<sup>54</sup> *Ibid*, p. 37

applied in the class. The reason is, a Hangman leads the vocabulary practice to a communicative situation. By using Hangman, it will be easier to practice their spelling and it also boosts students' creativity. The disadvantages of using Hangman can be solved by forming students in a small group.

## **7. Concept of Translation Techniques**

### **a. Definition of Translation Techniques**

There are many ways in teaching vocabulary, such as games, pictures, videos, etc. But in this research the researcher will use translation as a technique to teaching vocabulary in control class.

Translation has always played a role in language teaching. According to Effendi, "Translation is the process of transforming message from one language ( source language ) into another language."<sup>55</sup> While Newmark States that translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in other languages.<sup>56</sup> It means that translation is a general term referring to the transfer of thought and ideas from one language ( source language) to another language ( target language) whether the language in written or spoken forms.

In teaching and learning foreign language, translation is very important. Based on the explanation above, translation technique on this research is a kind of technique for

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<sup>55</sup> Ahmad Effendi, *Translation*, 2000, (Bandung: Tarsito), p.25

<sup>56</sup> Peter Newmark, *A Textbook of Translation*, (London: Prentice Hall, 1988),p.7

teaching vocabulary by allowing the students to translate unfamiliar word from the texts or sentences that correlated with the materials.

**b. Procedure of Teaching Vocabulary by Using Translation Techniques**

According to Setiyadi, there are some procedure of teaching vocabulary using translation technique, they are as follows:

1. Class is taught in the mother tongue, with little active use of the target language (English)
2. Much vocabulary is taught in the form of list of isolated word
3. Students translate the list of isolated word from the target language to their mother tongue
4. The teacher asks students in their native language if they have any question, students ask question and the teacher answer the question in their native language.
5. Students memorize vocabulary.<sup>57</sup>

Based on the explanation above, the researcher can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach vocabulary by using translation technique. Those steps can help the teachers teach easily.

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<sup>57</sup> Ag. Bambang Setiyadi, *Loc. Cit*, p.36

### **c. Advantages and Disadvantages of Using Translation Technique**

#### **1. Advantages of Using Translation Technique**

1. Translation is very important and the easiest way of explaining meanings or words.
2. psychological values. Contrary to reasons put forth as to why students should be encouraged to use only the target language in class .<sup>58</sup>

Based on the advantages of using translation technique, it can be concluded translation technique is the easiest way of explaining meanings or words..

#### **2. Disadvantages of Using Translation Technique**

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
4. Little or no attention is given to pronunciation.<sup>59</sup>

Based on the weaknesses of using translation technique, it can be concluded translation technique is a good technique to be used in teaching learning vocabulary but there are some weaknesses in implementing this technique because this technique

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<sup>58</sup>“What is the advantage of using translation as a teaching resource”, available on: [tcl.rit.albany.edu/knilt/index.php/unit\\_3:what\\_is\\_the\\_advantage\\_of\\_using\\_translation\\_as\\_a\\_teaching\\_resource%3F](http://tcl.rit.albany.edu/knilt/index.php/unit_3:what_is_the_advantage_of_using_translation_as_a_teaching_resource%3F) (Accessed on Feb 16<sup>th</sup>, 2017).

<sup>59</sup>*Ibid.*

will make the students become passive in teaching learning vocabulary that cause of a communication in one way and the teacher is not good in educating. When students' become passive in learning, the learning will be difficult to be gauged. In order to solve those problems, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students will not be passive anymore.

### **B. Frame of Thinking**

Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to spell and pronounce the word well, and how to use the word into the sentences.

There are many kinds of techniques in teaching and learning vocabulary. Game is one of that technique. In teaching vocabulary, the teacher should have a game which is not only make the students fun, but also educated. In this case, the teacher can teach the students by using Hangman game as the technique. By using this game, the researcher hopes that students can learn more and be more active in the class. This game is not only can make the students happy but also can make the students think more to guess the words.

In relation to the teaching of vocabulary, and referring to frame of the theories mentioned before, the researcher assumes that Hangman game can increase the students' vocabulary mastery because in learning by using Hangman game the students should spell the letter of the word one by one and pronounce the word correctly, so they will memorize the word in their longterm memory. Meanwhile, there are many elements, are fun, enjoyment, competitive and cooperative situation. The students' vocabulary mastery will be increased by the process in guessing the word. The students who don't know the meaning of the word in advance they will know. It makes the class lively and enthusiasm. The game trains the students' cooperation because to guess the words the student need some clues that given by the other students. If there is no cooperation, the words will not be guessed. The students will not be bored so, they can improve their vocabulary mastery.

### **C. Hypothesis**

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H<sub>a</sub>: There is a significant influence of using Hangman game towards students' vocabulary mastery.

H<sub>o</sub>: There is no significant influence of using Hangman game towards students' vocabulary mastery.