CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

There are two previous researches that are used by the researcher, they are:

The first reseach was conducted by Erny Yuliana (073411051) with the research entitle The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary (An Experimental Research at The Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011). The result of the study shows that there is significant contribution of the use of picture word inductive model in the vocabulary teaching, so the alternative media can more understand and interested in learning activity especially in learning of English.[1]

The differences between her research and this research are in her research, she used picture word inductive model, whereas the researcher used hangaroo game. And what is more she taught at the seventh grade and the researcher taught at the fifth grade. The similarities between her research and this research are in his

---

[1] Erni Yuliana (073411051), *The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary (An Experimental Research at The Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011).,* (Semarang: Education Faculty of IAIN Walisongo, 20*11*).

research she used quantitative research to know is using picture word inductive model as an aid effective to improve students" English vocabulary and the researcher also used quantitative research and both also focus on vocabulary.

The second research was conducted by Siti Fadhilah (63411008), with the research entitle "Teaching English Concrete Nouns Using Pictionary Games (An Experimental Study With the Fourth Grade of SDN 01 Donowangun Talun Pekalongan in the Academic Year of 2010/2011)". She was using Pictionary Games to improve students' vocabulary of concrete nouns. In order to achieve the objective of her study she designed an experimental research using pre test and post test. The population of her study was the forth grade students' of SDN 01 Donowongu Talun Pekalongan. She chooses two classes to be result. One class was as control class and the other class was as experimental class. The result of her research is that use of Pictionary game as technique in teaching concrete nouns was effective. There was a significance difference in the achievement between students in experimental class and students in control class. This game may become an alternative way to teach English nouns for beginning level. It is more emphasizing on active learning and language teaching, because it makes students more active.

The similarities between her research and this research are in her research she used quantitative research to know pictionary game as an aid effective to improve students" English vocabulary.

But, her research only focus on concrete noun while the researcher focus on vocabulary.[2]

B. Literature Review

1. Vocabulary

Lynne stated that a major source for language usage is vocabulary.[3] Early foreign language learning offers the opportunity for students to compose a solid core of words which is very useful for further learning. Vocabulary is fundamental to using the foreign language discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it. Finally, they will eventually have vocabulary ready for use to communicate their own ideas.

a. Definition of vocabulary

Vocabulary is one of language components besides grammar and pronunciation. Kasihani K. E. Suyanto said that vocabulary is the words are owned by language and they give a meaning if we use the language.[4]

---

[2] Siti Fadhilah (63411008), Teaching English Concrete Nouns Using Pictionary Games (An Experimental Study With the Fourth Grade of SDN 01 Donowangun Talun Pekalongan in the Academic Year of 2010/2011). (Semarang: Education Faculty of IAIN Walisongo, 20*11*).

[3] Lynne Cameron, *Teaching Languages to Young Learners,* (Cambridge: Cambridge University Press, 2001) p. 94.

[4] Kasihani K..E. Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2010), p. 43.

Another definition is given by Caroline; she said that vocabulary is the collection of words which is known by the individual.[5]

According to Barbara, vocabulary is the stock of words which particular person or group know or use.[6] According to J. Charles Alderson and Lyle F. Bachman said, "Vocabulary is a set of lexemes including single words, compound words and idioms".[7] Victoria said, "Vocabulary is the words that a person knows or uses; all the words in language; list of words with their meaning, especially in a book for learning language." [8]

From the statements above, the writer concludes that vocabulary is all the words used by or known to a particular person or group and give a meaning if use in language.

[5] Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 121.

[6] Barbara Ann Kipfer, *Random House Webster's College Dictionary*, (USA: Random House, Inc., 2001), P. 1368.

[7] John Read, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p. 17.

[8] Victoria Bull, *Oxford Learners' Pocket Dictionary,* (Oxford: Oxford University Press, 2008) 4th Ed., p. 495.

b. Type Vocabulary

Haycraft explained that vocabulary is divided into receptive and productive vocabulary.[9] Receptive vocabulary is the words that students recognize and understand when they occur in context but they cannot produce them correctly. While productive vocabulary is the words that the students understand, they can pronounce the words correctly and use constructively in both of speaking and writing.

Another classification of vocabulary is stated by Keith S. Folse. He stated that:

> There are many different kinds of vocabulary item or words. This is especially true when nonnative learners eye their target language as linguistic outsider. One simple way to look at vocabulary for second language learners is single words, set phrases, variable phrases, phrasal verbs, and idioms.[10]

Classification of vocabulary by Folse is explained as follow:

1) Single Words

This is the easiest one. Most of people have known it. In example:

---

[9] Evelyne Hatch and Chery L. Brown, *Vocabulary, Semantics and Language Education,* (Cambridge: Cambridge University Press, 1995), p. 370.

[10] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*, (Michigan : University of Michigan,2004),p.2n.

Animals   : cat, dog, elephant

Time periods   : Monday, January, today

Countries   : Egypt, Mexico, Somalia

Despite the name, however, this group also includes multiword vocabulary. Consider the words *thunderstorm* and *ice storm*. Both are single "words" even though *ice storm* requires two words to express its concept while *thunderstorm* requires only one. The number of actual words in the vocabulary item is the result of spelling conventions peculiar to English, not a vocabulary-related issue. The explanation of whether a compound vocabulary items is written as one word or two does not appear to be semantically based. For example, a cloth for a table is a *tablecloth* (one word) whiles a cup for coffee is *a coffee cup* (two words).[11]

2) Set Phrases

These phrases consist of more than one word and do not usually change. For Example, in the set phrase *in other words*, we cannot say *with other words* or *in other terms* or *in other remarks* or other variations, even though *terms* and *remarks* might seem to be able to fit.

---

[11] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*,p.2

in other words	not: in other terms (but terms are words)
all of sudden	not: most of sudden (it's either all or nothing-but we don't have none of a sudden either)[12]

3) Variable Phrases

While most of the components in variable phrases will say the same, there is some variation. The variation often involves personal pronouns or some sort of possessive. For example, a usual form of the opening line of many business letters, especially from companies writing to inform you a problem, *It has come to our attention that….. [13]*

4) Phrasal Verbs[14]

A phrasal verb consists of two or three words. The first word is always a verb. The second word is in a phrasal verb is a preposition or adverb. If there a third word, it is usually a preposition. For example is "*put up with"* the meaning is "*to tolerate*".

---

[12] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*,p.3.

[13] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*,p.4.

[14] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*,p.5

5) Idioms

All languages feature idiomatic expressions, and each idiomatic expression is a vocabulary item. Most phrasal verbs for example, are idiomatic. Learners are confused when they find out that the opposite of *put on* clothing is not *put off* clothing. With idioms, logic often has no place.[15]

2. **Teaching**

Teachers usually teach the students to make them are able to understand about everything they are studied. Teaching is the compulsory of teacher in teaching learning process. Moreover, it is stated in Hadis Prophet Muhammad SAW:

عَنْ عُثْمَانَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ[16]

"People who are best among you, are those who learn the Qur'an and teach it."

Hadis above state that teaching is the most recommended occupation.

---

[15] Keith S. Folse, *Vocabulary Myths : Applying Second Language Research to Classroom Teaching*,p.9.

[16] Imam Abdullah Muhammad bin Ismail Al Bukhari, *Shahih Bukhari*, (Semarang: CV.Asy Syifa,1993),p.619

a. Definition of Teaching

Ahmad Rohani stated that teaching is described as a communication process, in which the process is realized through an activity to deliver and exchange the information by every teacher and student.[17] The messages or information are in the form of knowledge, skill, notion, experience, etc.

G. Hitchock and D. Hughes state, "Teaching is process that which goes on between teachers and learners in classroom which can take place in a variety of settings and with markedly different groups of learners."[18]

Brown stated, "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand."[19]

According to Barbara, teaching is the profession activity of person who teaches.[20]

---

[17] Ahmad Rohani, *Media Instruksional Edukatif*, (Jakarta: Rineka Cipta, 1997), p. 1.

[18] Graham Hitchock, and David Hughes, *Research and Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1989), p.4.

[19] H. Douglas Brown, *Principle of Language Learning and Teaching,* (New York: Longman, 2007), p. 8.

[20] Barbara Ann Kipfer, *Random House Webster's College Dictionary.,* p. 1253.

From the definition above, the writer concludes that teaching is communication process between teachers and students through an activity in the classroom. The activity is aimed to convey or exchange the message or knowledge by every teacher and student. The teachers guide students to make them know or understand about something they are studying.

b. Teaching Vocabulary

Teaching vocabulary for elementary school students is better if the teacher uses supported media such as picture or realia. One of the reasons why the teacher uses supported media is because it gives direct meaning. The teacher needs to apply appropriate technique in the classroom. Besides appropriate technique teacher also must use interesting medium in learning activities. Allah states about the important of medium in learning in surah Al-Alq verse 4:

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ $$

"He who taught (the use of) the pen".[21]

This verse shows that Al-Qur'an give attention towards the important of medium in study.

---

[21] Muhammad Zafrulla Kan, *The Qur'an*, (London: Curzon Press, 1981), p. 624

In learning English for children, especially oral language the giving of the word should be provided in context in order to the understanding of students is intact. Suyanto said cited by Phillips that vocabulary and grammar suggest to be taught in context and the children should always to be given plenty of chance to use the language that they have learned.[22] Having different opportunities will help improve learners' overall language ability by improving their vocabulary. In other words, the goals are for students to become word savvy, to develop students an understanding of how words work within the context of reading and writing, and to become exited about words as they learn to manipulate them in playful ways. It means the teaching vocabulary and grammar teaching will be better if it is taught in context that is connected to children's world. As the result, it's practiced easier or to communicate.

In introducing the words, the right pronunciation must be given since early. Suyanto explained that the teaching of vocabulary can be done through for stages, they are:

---

[22] Kasihani K.. E. Suyanto, *English for Young Learners* (Jakarta: PT Bumi Aksara, 2010), p. 47.

a. Introducing

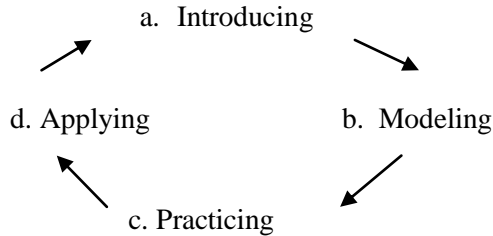d. Applying   b. Modeling

c. Practicing

Figure 1 Stages in Teaching Vocabulary

1) Introducing, the teacher introduces the new words with the clear and right pronunciation. The teacher can use picture or concrete noun.2) Modeling, the teacher gives examples by acting as a model.3) Practicing, the teacher trains the children to imitate and practice.3) Appliyng, the children apply in exact situation with teacher's help.[23]

From the statement above, it can be concluded that there are some stages in teaching vocabulary. They are introducing, modeling, practicing, and applying.

c. The Principles of Teaching vocabulary

In teaching vocabulary, the teacher is the authority of the class. For that reason, she/ he have responsibility in teaching and learning vocabulary in the class.According to Caroline T. Linse, there are seven principles in teaching learning vocabulary, they are:[24]

---

[23] Kasihani K..E. Suyanto, *English for Young Learner,* p. 48

[24] Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 123.

1) Emphasize direct and indirect teaching.

Direct and indirect vocabulary instruction must be involved as part of a vocabulary development program. Teaching the words and their meanings refer to direct teaching Take for instance in the pre-teaching vocabulary items. Students will encounter in a reading selection. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own. For example, teaching the prefixes *uni, bi,* and *tri* to students and then having them point to pictures of unicycle, bicycle, and tricycle.

2) Teach vocabulary words before a new activity.

There are two advantages when vocabulary words are taught before a new activity. First, they are able to comprehend the activity better. Second, students will obviously acquire the target vocabulary when vocabulary words are taught in further learning.

3) Teach how to use context clues appropriately

Students get the advantage from learning how to use context clues and guessing the meaning from the context. This is a kind of strategy that students can use when they encounter unfamiliar words. Particularly for young learner, they need to be taught for many times especially in reading, when they will

not be able to figure out the meaning from context clues.

4) Present multiple exposures to new vocabulary items.

5) Give opportunities for deeping processing of vocabulary items.

Young learners will get the benefit when they are exposed to vocabulary items repeatedly in rich context. As part of young teaching repertoire, remember that new words should reappear many times and in different situations for the next several weeks on instruction. It will strengthen the young learner to recognize and memorize the words.

Working with information at a high cognitive and /or personal level refers to deep processing. Deep processing makes it more likely that information will be remembered and .stored in students' brain.

6) Teach students to use dictionaries.

Young learner under the age of six, can use a picture dictionary where words are grouped into different specification. Children who are at the beginning stage of language and literacy development can use picture dictionaries as a tool to help them increase their vocabulary knowledge and their usage of context clues

7) Have students keep vocabulary notebooks.

Vocabulary notebooks offer students with the chances to improve a kind of vocabulary acquisition strategies and also help students have more control over their leaning.

From the statements above, it can be summarized that in teaching vocabualry, there are seven principles which English language teachers should be considered. By up holding those principles, it will give an enermous contribution in teaching learning process, especially teaching vocabulary. The teacher can teach students maximally and students get rich learning experience.

8) Some Techniques in Teaching Vocabulary

Ruth Gairns and Stuart Redman stated that there are many techniques of vocabulary teaching. There are: visual, verbal, and translation technique.[25]

a) Visual technique

This technique includes visual aids like flashcards, photographs, blackboard drawings, wall charts, and realia. They are very useful for teaching concrete items of vocabulary such as

---

[25] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, 1998), p. 73-75.

places, professions, etc. in visual techniques also teacher might use mime and gesture as supplement for other ways of conveying meaning. The teachers can choose them when they teach students to attract students' attention. Visual technique gives direct meaning for students in recognizing new words.

b) Verbal technique

In this technique, teacher might use of illustrative situation by oral or written, synonymy and definition, contrast and opposite, scale and example of the type.

c) Translation

Translation can be a very effective technique of conveying the meaning. But in another side, it's also far from valuable learning because the activity does not give students learning experience.

From the statement above, it can be summarized that there are some techniques to teach vocabulary. English language teacher has to be creative in delivering material by using kinds of techniques as mentioned above such as by verbal, visual, translation etc.

3. Game in Language Learning

a. Definition of Game

Game is form of play with set of rules; children's activity when they play with toys, pretend to be somebody else.[26]

Guy Cook stated, "Games are vehicles for competition and collaboration, and such as they have a very similar social function to language play".[27]

According Barbara, "Game is competitive activity involving skill, chance, or endurance and played according to a set of rules for the amusement of the players or spectators."[28]

According to Richard, game in language teaching is an organized activity that usually has the following properties: 1) A particular of assignment or purpose. 2) A set of rules. 3) Sense of competition between players. 4) Sense competition between players by spoken or written language.[29]

From the definitions above, the writer concludes that a game is a competitive activity in which players

[26] Victoria Bull, *Oxford Learner's Pocket Dictionary,* p. 181.

[27] Guy Cook, *Language Play, Language Learning,* (Oxford: Oxford University, 2000), p.129.

[28] Barbara Ann Kipfer, "*Random House Webster's ...",* P. 505.

[29] Jack Richard, *et. al.*, Longman *Dictionary of Applied Linguistics.* (Longman Group UK: England, 1985), p .118.

interact with each other according to a set of rules. Game is an activity that involves the skill, endurance, or chance for amusement of the players of spectators.

b. **The Advantages of Games**

Game is an important and natural part of growing and learning. Children like playing games, and they can learn a lot of them. Through games, they can learn things in a fun way. As they enjoy the activities of a game, the children will not be afraid to speak English and will likely use it as natural part of the game.

The language of the games is useful and meaningful. When children are laughing, smiling, surprised, etc., the content of the game is obviously meaningful to them. The children experience the meaning of language as they listen, read, speak, and write.

Games are able to facilitate language learning because they help language learning to be:[30]

1) More meaningful, for example by showing how words relate to each other.

2) More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime and movement, the use of color and pattern, personalization, etc.

---

[30] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language,* (Semarang: Need's Press, 2012) p. 2.

3) More accessible, for example by getting students to make their own language record to suit their individual strategies for reference and access.

Some other advantages of using games are:[31]

1) Games are welcome break from the usual routine of the language class.

2) They are motivating and challenging.

3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4) Games offer language practice in kind of speaking, writing, listening, and reading skill.

5) They encourage students to interact and communicate to each other.

6) They create a meaningful context for language use.

From the statements above, the writer takes a conclusion that game has several advantages in teaching learning process. English language teacher has to consider employing the game and apply it in teaching learning process. As the result, when game is applied, students feel enjoy and far from boredom.

---

[31] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language,* p. 2.

c. **Tips of Using Games**

Games can be considered in types of learning atmosphere such follow:

1) When the teacher intended to introduce new vocabulary to students.

2) When the teacher wants to give practice or review for the language points students have studied.

3) When the teacher wants to refresh the learning situation.

Before the teacher uses games to teach language, the teacher should consider the objective or purpose of the language learning and select a game that helps teacher in the classroom. The following tips will help teachers select and conduct games appropriately:[32]

1) The game should be prepared ahead of time and guarantee the game is suitable for the available space in the classroom.

2) Students need to understand the instruction and/ or rules of the game. The teacher can give the simple instructions, repeat them for several time. Teacher can give example and demonstration when the situation is possible.

---

[32] Sisilia S. Halimi, *Becoming A Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students,* (Jakarta: UI Press, 2003), p. 72-73.

3) Teacher needs to establish a collection of different sort of games with specific purposes for different language levels.

4) Teachers should not use a game as the only lesson activity and should not use them to evaluate students.

5) Games must be suitable to the students' language level and must have a learning objective, such as to learn, practice, or review specific language points.

6) Games must encourage students to focus on the language usage rather than on the language itself.

7) Games should keep all of the students involved and interested and any competition should be positive and friendly.

From the statement above, it can be concluded that when the teachers use the game, they have to consider several points as have mentioned above. If the teachers cannot select the game which appropriate with the learning objective and how to manage it, it will waste the time.

4. Hangaroo game

Game can be an interesting activity for children to learn English. They will feel happy to learn English and they will not experience difficult. They will be more motivated to learn English. As the result, game is really a good activity to

be applied in learning process at elementary school.

The game of Hangaroo is just like Hangman -guess the hidden phrase to complete a level. Hangaroo is filled with thousands of terms and phrases, presented in random order each time you play. Hangaroo is very entertaining, and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new words and improve spelling. The hangaroo a new product, one can find themselves stuck to the computer screen throughout their free or party time and can take away the attention and mind from a lot of other things that one enjoys doing also. [33]

Learning plus having fun is a good combination. The most interesting aspect of the game is that if we run out of words and phrases, we can easily create our own lists in text files following the conventions detailed in the help file. That way, Hangaroo is a game with endless possibilities, as it is limited only to our imagination. One player thinks of a word and the other tries to guess it by suggesting letters, until either the word is complete.[34]

Hangaroo is a kind of games by filling the blank which is presented with letters forming words as the answers from the clues related to the questions provided or guessing

[33] (primarygames.com/langarts/hangaroo/start.html) , accessed on 21 April 2014

[34] (http://games.ncbuy.com/hangaroo), accessed on 21 April2014

the phrases by selecting letters from the alphabet to fill in the blank. Usually, the materials used in a hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on. Hangaroo is a great game, which is not too difficult to learn. Unpredictable the version of the popular hangaroo game become one of media to teach English in school.[35]

Hangaroo game was founded by NCBUY Entertainment Network. Over the years many version of the game were produced, there are hangman games with themes where the hidden word is only from a specific category (such as animals, occupations, countries), there is the hangaroo version where us hangaroo instead of a man, and there are time-limited versions where us have limited time to guess each letter, making the game more extreme.[36]

Hangaroo is a game worth to be played by all ages. It is one of the few educative games in the market that people have accepted with open arms and minds. The most common used English letter is 'e' so we better start by guessing it. The other vowels ('a', 'o', 'i', 'u') are next popular after 'e'. Using these letters can give us better odds for guessing the word, but they can also decrease the level of fun while playing and not

---

[35] (http://www. Articles/spare-time-with-hangaroo), accessed on 21 April 2014

[36] (http://games.ncbuy. com/hangaro) , accessed on 21 April 2014

necessarily will help us win. Hangman is used often by teachers to practice spelling, pronunciation and concentration and just for fun. The most popular way to play hangman games offline is to draw blank letters for the chosen word on a paper or on the blackboard and let the players guess the letters. Example the clues is a vehicle which runs on rail way. There is a blank forms in a piece of papers as many as words which is decided. We better start by guessing letter is vowels (a'i'u'e'o'.). From this the clues we can guessing the answer is train. Then we can filling in the blank form with letters T, R, A, I, N.

5. **Young Learners**

English for young learners are children's elementary school age which obtains the English lesson as a study local at their school. They are beginner learners own the ability and skill differently on the differential age too.

a. **Definition of Young Learners**

Sarah said that children from the first year of formal schooling (five or six years old) to eleven or twelve years of age are young learners.[37]

Suyanto explained that young learners are children which are 6-12 years old. According to the age, they can be divided into two groups, they are Younger

---

[37] Sarah Phillips, *Young Learners* , (Oxford: Oxford University Press, 1993), p. 3.

Group (6-8 years old), and Older Group (9-12 years old). According to the class level, they are divided into Lower Classes (1, 2, and 3 classes), and Upper Classes (4, 5, and 6 classes).[38]

Based on the definition above, it can be summarized that young learners are children whose ages are between 6-12 years old. In this occasion, the writer discusses the upper classes, particularly the fifth grade.

b. **Characteristic of Young Learners**

According to Suyanto, the characteristics of young learners, especially those at the fifth grade are[39]:

1) The children of 8 - 10 year old can distinguish between fact and fiction, and also can understand the abstract things.

2) The children tend to be active and imaginative. They like learning by games, stories, or songs. Games are parts of children's life. They can be used to conduct teaching learning process.

3) The children have short concentration and attention. They are very easy to get bored.

4) The children's life is colorful. The activity which includes interesting and colorful drawing makes the students happy.

---

[38] Kasihani K..E. Suyanto, *English for YoungLearners*, p. 15.

[39] Kasihani K..E. Suyanto, *English for Young Learners,* p. 16-20.

5) The older group has been capable of teaming up with the others when they do an assessment, the cooperation can be in pairs or groups. They feel more comfortable if they can finish the task with their teams.

6) 8 - 10 years is the enough age to have awareness and readiness in using language.

7) In general, the elementary school students are active thinkers. They like learning something including language.

From the statements above, it can be summarized that children have special characteristics in teaching learning process. They need a particular attention from the teacher. Teacher should be able to teach them properly based on their characteristics.

6. Teaching Vocabulary through Hangaroo Game

Vocabulary is one of the language components besides pronunciation and grammar. Vocabulary has significance role in learning language. By learning and mastering vocabulary well, people can deliver their ideas appropriately. Conversely, if people cannot master vocabulary well, they cannot express their ideas properly. To anticipate the obstacles in expressing their ideas, people need to study vocabulary start from earlier. It means vocabulary should be taught at primary level or even at kindergarten. In this

occasion, the researcher will talk about teaching vocabulary for elementary school students.

There are some games which can be applied in teaching vocabulary. But In this study, the researcher chooses hangaroo as a game and vocabulary teaching technique. The reason is hangaroo has simple rules to be played. The procedures of hangaroo game for teaching vocabulary are as follow:

a. Teacher takes the material vocabulary according to the sub topic of the lesson that will be studied in the class.

b. Teachers choose the word as the clues based on the level of age the students.

c. The teacher decided the words that will be guessed by the students.

d. Teacher makes the blank forms in a piece of papers as many as words which is decided and gives the clues about the word.

e. Teacher divide students in some groups, one group is contained four or five students.

f. Every group can start hangaroo game by filling the blank form with letters forming words as the answers which is readable from the clues related to the questions provided and how to pronounce it.

g. Ask them to write the word down in their vocabulary notebooks.

h. The teacher will make lesson plan before teaching activity.

C. Hypotheses

Hypothesis is defined as the provisional answer towards the problems of the research until finally proved through collected data.[40] The researcher proposes the hypothesis that there is improvement of students' vocabulary achievement after being taught by using hangaroo game.

---

[40] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 1998), Edisi Revisi IV, p. 67.