

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Previous Research

The researcher has some relevant previous researches that support this research. The research is inspired from final project of:

1. Domino Card as a Medium to Teach Vocabulary (An Experimental Research at The Fifth Grade Students of SDN 1 Purwodadi Grobogan in the Academic Year of 2010/2011), by Azizah Deviana Rizqi Amalia (073411047), she stated that using Domino card as teaching media in teaching vocabulary was effective.¹ It could be seen from the result of test score. It showed that the experimental class which was given treatment by using domino card as a medium to teach vocabulary got higher mean score that was 83, 8571 compared to the control class who were not given the same treatment. The control class got 79, 0667. The difference between this research and researcher's research is the medium in teaching vocabulary. This research is using Domino card as a medium in teaching vocabulary, but the researcher is using Touch and Go game. The similarity of this research with the

¹ Azizah Deviana Rizqi Amalia (073411047), "*Domino Card as A Medium to Teach Vocabulary* (An Experimental Research at The Fifth Grade Students of SDN 1 Purwodadi Grobogan in The Academic Year of 2010/2011)", (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2011).

researcher's research is the research method (an experimental research).

2. The Effectiveness of Picture-Board game As A Vocabulary Teaching Technique To Improve Students Vocabulary Achievement (An Experimental Study at the Grade 5 of MI Negeri Kalibalik Banyuputih Batang in the Academic Year of 2009/2010), by Hani'atul Mamlu'ah, she stated that using Picture-Board game technique can improve the students' vocabulary achievement.² This can be seen from the result of test score. It shows that the experimental class which is given treatment by using picture-board game as a technique in teaching vocabulary gets higher mean score that is 82,9 compared to the control class who are not given the same treatment. This class gets 77,1. The similarities of this research with the researcher's research are the teaching technique (game) and research method (experimental research). But the difference is the kind of game. If this research is using picture-board game, the researcher's research is using Touch and Go game.

Because of those successful researches, the researcher try to do another research related to this. The researcher did an experimental reserach to teach vocabulary using Touch and Go

² Hani'atul Mamlu'ah," *The Effectiveness of Picture-Board Game as A Vocabulary Teaching Technique to Improve Students' Vocabulary Achievement (An Experimental Study at the Grade 5 of MI Negeri Kalibalik Banyuputih Batang in the Academic Year of 2009/2010)*", (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2010).

Game. The researcher conducted the research with seventh grade students of SMP Askhabul Kahfi Semarang. Therefore the differences between the above mentioned the researches and the researcher's research are teaching technique, subject matter, setting and participants.

B. Theoretical Framework

1. Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary plays a significant role in supporting the mastery of language skills. In order to communicate well in language, students should acquire a wide range of vocabulary.

Caroline T. Linse stated that vocabulary is the collection of words that an individual knows.³ Vocabulary also means the list of words with their meanings especially in a book for learning a foreign language.⁴ Richards defines vocabulary as one of the most obvious

³ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (America: Mc. Graw Hill, 2006), p.121

⁴ A.S., Hornby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995). 3rd Ed. P.482

components of language and one of the first applied linguists turned their attention to.⁵

In addition, Hornby says, “Vocabulary is a total number of words which (with rules for combining them) make up a language”. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language.⁶ It means that vocabulary covers knowing the meaning of words and their uses in context.

From the definition above, the researcher concluded that vocabulary is the total number of words with their meanings that individual knows as the most important components in learning language. Without vocabulary, nothing can be conveyed because we can say almost anything with words.

b. Kinds of Vocabulary

Scott Thornbury stated that there are two kinds of vocabulary, they are:

a) Receptive Vocabulary

Receptive vocabulary refers to the words which learners know when they listen and read or the

⁵ Jack.C.Richards, *Curriculum Development In Language Teaching*, (Cambridge: Cambridge University Press, 1998). P.4

⁶ A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 25th Ed., p.959

words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability; the first is making some notes of words and finding out the synonyms and antonyms. Another way is looking in the dictionary

b) Productive Vocabulary

Productive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this active vocabulary ability, the learners should try much their speaking and writing.⁷

In addition, according to Marianne Celce and Murcia Elite Olshtain, there are two kinds of vocabulary, namely content words and function words. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes:

- a) Words that refers to a person, a place, or a thing that we might call them nouns,

⁷ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.15

- b) Words that express an action, an event or a state are called verbs,
- c) Words are used to describe the qualities of thing or actions are called adjectives and adverbs.

The function words are those vocabulary items that belong to closed words classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, preposition, determiners and adverbs).⁸

c. Principle of Teaching Vocabulary

Douglas Brown writes that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.⁹ The teacher task is to teach and guide the students to learn and provide anything to enable them to study. Besides that, the teacher is also the controller of the class. It means that a teacher is obliged to plan and to launch her strategies to obtain successful result. The teacher should look for a new way by

⁸ Marianne Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press), p.76

⁹ Douglas Brown, *Audio Visual Instruction*, (New York: Mc. Graw Hill Book Company, 1997), p.7

considering many factors influencing the teaching, such as the students, the facilities, and so on.¹⁰

In addition, according to Wallace, there are some principles in teaching vocabulary, they are:

1) Aims

The teachers should understand clearly what the aims of teaching vocabulary are, he or she expects the learners to master some difficult words of vocabulary that are needed in his or her lesson.

2) Quantity

The teachers may have to decide on the number of vocabulary items to be learnt.

3) Need

It is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students according to the students' need.

4) Frequent Exploration and Repetition

It is impossible for us to remember new words by only hearing it for once or twice. In learning vocabulary, there has to be a certain amount of practice and repetition until there is evidence that

¹⁰ Rifatun Nashihah, *The Effectiveness of Aladdin Fairy Tale Movie to Teach Vocabulary (An Experimental Research at 11th Grade of SMA N 1 Pegandon Kendal in the Academic Year of 2010/2011)*, IAIN Walisongo Semarang, 2011.

students have already mastered the vocabulary of the target language.

5) Meaningful Presentation

The learners must have a clear understanding of the words that are taught i.e the meaning of the words which are being taught.

6) Situation Presentation

In teaching vocabulary to children, teacher should focus on a topic, words about things around us are given in the one topic, words about animals, is another etc.¹¹

From the principles above, the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach in a simple and interesting way. Good principles of teaching and learning are useless without good teacher's principles of teaching learning and teacher's principles. Then, the aim of teaching and learning can be gained.

¹¹ J.M. Wallace, *Teaching Vocabulary*, (London: Biddles Ito, 1982),p.27

d. Some Techniques in Teaching Vocabulary

Techniques are way of doing something, especially one that needs special skills.¹² Technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.¹³

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork”.

1. Visual Technique

a) Mime and Gesture

In this technique, a teacher uses real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

¹² *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2004), p.443

¹³ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Francisco: Longman, 2001), p.16

b) Visual Aids

In this technique, a teacher can use picture, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard, but there are undersized result.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the students' handmade. Pictures can be use to explain the meaning of vocabulary items.

2. Verbal Explanation

a) Use of illustrative situations (oral or written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

b) Use of synonym and definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is

commonly used with higher level students and subsequently qualified, such as Male means man.

c) Contrasts and opposites

In this technique, the teacher asks the students the opposite of something, for example, what is the opposite of sweet?, what is the opposite of clever?, etc.¹⁴

d) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know 'hot' and 'cold' teachers can ask students a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

e) Examples of the type

The teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables, and fruits. It is a common produce to exemplify them e.g. table, chair, and, bed are all furniture.

3. Translation

Translation is changing some words or sentences from second language or other language to

¹⁴ Ruth Gaims And Stuard Redman, *Working With Words: A Guide To Teaching And Learning Vocabulary*, p.74.

native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.¹⁵

According to Saraswathi, in his book entitled ‘English language teaching principle and practice’, technique for teaching vocabulary teachers should consider the following:

1. At the elementary stage, teachers should use objects or real things to translate target language that is being studied into mother tongue. For example: pictures, slides, and labels.
2. Using gestures and symbols. It means that teachers should practice by doing action to explain words that is being studied like smile, jump, and walk.

¹⁵ Ruth Gaims And Stuard Redman, *Working With Words: A Guide To Teaching And Learning Vocabulary*, p.75.

3. At a higher level, teachers can use known vocabulary to teach unknown vocabulary, such as teachers can ask synonym, antonym, and hyponym some words to enrich the students' vocabulary.

For example:

- a) Synonym = handsome, good looking
- b) Antonym = smart X stupid
- c) Hyponym = dog, cat, donkey, monkey (animals)

4. Using Words set or words categories.

For example:

- a) Pen, pencil, ink, paper (stationery)
- b) Breakfast, lunch, dinner, supper (meals)
- c) Menu card, waiter, tips, appetizer, dessert, soup, bill, buffer (words associated with a restaurant)

5. Teachers can ask the definition and paraphrase some words to students.

For example: a sonnet is a poem of 14 lines.

6. Teachers can ask students some words based on the situation.

When you are thirsty, you drink water. When you are hungry, you eat food.¹⁶

From the explanation above, the teachers should have an interested ways in learning vocabulary. The teachers have to know what they should do and what they should not do well, so it can help students acquire more enjoyable strategies.

2. The Effectiveness of Touch and Go Game to Teach Vocabulary

a. General Concept of Games

Game is a simplified, operational model of a real life situation that provides students with various participants in a variety of roles events. A game is an activity with rules, a goal, and element of fun.¹⁷ Games also provide motivation and sense of play that brain research and teacher experience indicate can enhance both learning and memory.

Games can also provide a structured setting for the practice of common social and conversation-starting formulas

¹⁶ V Saraswathi, *English Language Teaching Principle and Practice*, (Chennai: Orient Longman Private Limited Press, 2004), p. 103.

¹⁷ Jill Hadfield, *Intermediate Communication Games*, (England: Longman, 1996), p.v

for which there is not sufficient opportunity in the everyday classroom.¹⁸

Lee Deighton says that a game can be defined as something enjoyable, but serious involving for specified objectives and observing rules. It means that the teacher as educator gives a great help until they have opportunities to express their participation in teaching learning process in the classroom.¹⁹

There are several reasons why we can use games in the classroom:

- 1) Games are fun and learners will be interested in playing it. Through games, learners will be able to explore some new ways and ideas to learn the material given. Furthermore, learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. So, it will never make students bored to learn English.
- 2) The game context makes the foreign language immediately useful to the children.

¹⁸ Helena Anderson, *Languages and Children making the Match*, (USA: Addison-Wesley Publishing Company, 1988)

¹⁹ Deighton,L, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1971), p.106

- 3) Games are welcoming break from the usual routines of the language class. They can be use as relaxation of teaching and learning process.
- 4) Games help students to make and sustain the effort of learning.
- 5) Games make classroom atmosphere much more supportive for learning.²⁰

Based on those reasons we know that game is good to be applied in language learning. Game will make students enjoy teaching learning process and master the material easily.

Playing games allows students to explore and become familiar with words and phrases. Among the many specific benefits of using games to teach English are the following:

- 1) Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part in order to do so much understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.
- 2) Games can be found to give practice in all the skills (reading, writing, listening, and speaking), in all the

²⁰ Redjeki Agoestyowati, *Fun English Games & Activities for You*, (Jakarta: PT.Bhuana Ilmu Populer,2010), p.314

stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining)²¹

- 3) Games help the teacher built better class relationship and encourage class participation.
- 4) Games provide language practice, review, and consolidation in the various skills: speaking, writing, listening, and reading.
- 5) Through games, children experiment, discover and interact with others.
- 6) Games encourage the creative and spontaneous use of language and promote real communication.
- 7) Games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class.
- 8) Games promote healthy competition and help students overcome shyness about using language.

From the definition above, we know that there are some characteristics of games:

- a) It must be enjoyable
- b) There must be cooperation and competition activity among the players

²¹ Andre Wright,et,al,*Games for Language Learning*, (Cambridge: Cambridge University Press,1994), p.1

- c) It must have some objectives to be achieved
- d) It must have a set of rules
- e) It must reveal a decision making process and variety of roles and event.

b. Touch and Go Game to Teach Vocabulary

Touch and Go game is a fun way to get children to read and revise vocabulary.²² It is a fun game to input a group of words with brain-based technique. The purposes of this game are to warm-up, teach new words, or review vocabulary. In teaching vocabulary, Touch and Go game helps the students to understand relationship between words and meanings easily. Touch and Go Game not only a fun way for students to memorize the meaning of words, but they can memorize the similar and opposite meaning of words easily.

The procedures in playing Touch and Go game are:

- 1) Divide students into two groups
- 2) Students make a line
- 3) Print out the flashcards of your choice (based on the theme).
- 4) Stick the flashcards on the whiteboard

²²Papadeli Shopia, http://www.youtube.com/watch?feature=player_embedded&v=1ZDbsA_L464, accessed on September 11, 2012.

- 5) Each team moves along by saying the meaning of words.
We also can modify this game by saying the synonym or antonym of words.
- 6) The first one who guess correctly moves to back of their line and the next team member starts. But, when they reach the other team, they do “*rock, paper scissors*” to see who keeps going. If they lose, the go to the back of their line and the next team member starts.²³
- 7) Team who faster in finishing the game, they are the winner.

3. Characteristic of Junior High School Students

We need to pay more attention in teaching vocabulary for Junior High School (secondary school) because the age ranges of Junior High School students vary among 13-15 years old. They can be called as teenager. They are in process of changing from children to adult. They are usually less-motivated and showed disruptive discipline problems.

According to Harmer, the characteristic of Junior High School students are:

- 1) They seem to be less lively and humorous than adult.
- 2) Identity has to be forced among classmates and friends, peers approval may be considerably more important for the students

²³ Roxy Hutton, http://www.youtube.com/watch?v=IZDbsA_L464, accessed on September 11, 2012.

than the attention of teacher, which, for younger children, is so crucial.

- 3) They would be much happier if such problem did not exist.
- 4) They maybe disruptive in class.²⁴

In addition, the teenagers if they are engaged, have a great capacity to learn, a great potential for creativity and passionate commitment to things which interested them. So, teacher should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life.

Teenagers are sensitive to how other perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

- 1) Avoiding embarrassment of students at all cost.
- 2) Affirming each person's talents and strengths.
- 3) Allowing mistakes and errors to be accepted.
- 4) Encouraging small group work where risks can be taken more easily by a teen.²⁵

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p.39.

Based on statement above, teacher role is needed to motivate secondary school students in teaching learning process. In this case, the teacher should have discipline and responsibility if the teacher will encourage the students to learn English.

C. HYPOTHESES

Hypothesis consists of word “hypo” and “thesis”. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.²⁶ Hypothesis is a temporary answer of problems in research until proved from the data which collected.²⁷ Hypothesis can define a weak thruth statement towards problems on research and need to prove the truth after collecting data.

The hypothesis of this research is “Touch and Go game is effective to teach vocabulary to the seventh grade students of SMP Askhabul Kahfi in the academic year of 2012/2013”.

²⁵ Douglas H. Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy* (New York: Person Education Company, 2001), 2nd Ed., p.92.

²⁶ Sutrisno Hadi, *Statistik*, Vol.2, (Yogyakarta: Andi,2004),p.210

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta:Rineka Cipta,2006), 6th Ed, p.64