# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Previous Study

In this study, the writer intended to present the relevant previous studies related to the use of guessing game in teaching vocabulary to the Elementary School students.

Derakhshan and Khatir (2015) investigated the effects of using games on English vocabulary learning. The aimed of this study was to direct both teachers and students in order to give a better vocabularies understanding through educational games. There were suggested to apply game-based learning activities to get more effective vocabulary teaching and learning, as well used as a technique to achieve more attention during the vocabulary teaching and learning in the classroom. There was explained that the effectiveness of using educational games on improving vocabulary learning in an English as foreign or a second language was because of games were beneficial in vocabulary learning. Games are able to improve students' ability to memorize words, encourage student interaction, improve communicative skills, and increase motivation. Games can also help teachers to create a context in which language is useful and meaningful. So, the students not only played the game, but they also learned something from itIn fact, the use of games on vocabulary teaching was able to create

teaching - learning language mastery. In addition, teaching English through e-matching game were not only effective and fun, but also low in cost.

Supriyatna (2014) investigated the effectiveness of guessing game technique in teaching vocabulary to the second grade students of MTs. Darussalam. The result showed that there was a significance of the students' score in learning vocabulary using guessing game. It shows from the result of tt ($t_{table}$) was 1.67 and the result of to ($t_{observation}$) was 5.48 with the degree of freedom was 64. It meant that to ($t_{observation}$) was higher than tt ($t_{table}$). Hence, it could be concluded that there was significance at the students' score in learning vocabulary by using guessing game. It was because of the game was interesting in vocabulary teaching and learning. The use of guessing game was certainly able to give enthusiasm for the students by creating a new atmosphere in the classroom. Moreover, there was suggested that the students must realize if learning vocabulary could not depend only on learning in the classroom, but they also have to do it outside the classroom. Not only that, the English teacher also must direct the students to be involved in an interesting learning activity. It meant that the teacher needed to have variation of technique in teaching vocabulary so that the students avoided from bored learning situations.

Suardiyasa (2017) conducted a study on developing guessing game for teaching vocabulary to the fifth grade students of SD Negeri 5 Kubutambahan. This study was concerned on identifying the kinds of vocabulary which were appropriate to be developed as guessing game and

analyzing the quality of the developed guessing game for teaching vocabulary towards the fifth grade students. The data found that the teacher used direct instructions and made the students bored during the learning process. Moreover, the result of the observation on the class showed that the activity which was done during the teaching and learning process just in term of question and answer, without using any kinds of media and it was continues in each meeting. It could be said that the teacher used a monotonous teaching strategy in each meetings. Considering above fact, guessing games were conducted based on the criteria of English syllabus by Lee & Cherner (2015). It was refer to the criteria of school based curriculum for the first semester of fifth grade students and the criteria of educational app. There were four theme of guessing game that developed as the products. The four themes developed were describing animal, telling time, days and months and daily activities. The result of conducting guessing game was presented into CD and a teacher's manual guide book. The whole result of the study was excellent (2.73), therefore it was suggested for teachers to use guessing game as a vocabulary teaching technique.

The last was a study done by Tyani (2014) which was aimed at describing teaching-learning vocabulary at the fourth year of SDN 2 Sendang Wonogiri using game of observation and memorization. The problem in this research focused on the process of teaching vocabulary and the problems faced by the teacher, as well as the problems solving from the teacher. The data were taken from the classroom observation and interview

with the English teacher. Based on the research finding, it described that the problems faced by the teacher in teaching vocabulary using game of observation and memorization to the fourth year students were different motivations and abilities of the students. Hence, the problem solving applied by the teacher in teaching vocabulary was creating a good relationship between the students and the teacher to collaborate the teaching-learning process with a game and a relaxing learning situation. Moreover, the teacher also gave motivation and advices about the importance of learning vocabulary to the students. So, the use of games could increase the students' motivation and interest in studying new vocabularies.

Those five previous studies above certainly gave input for this study that choosing an appropriate game as a technique to teach vocabulary for students could help the teachers creating contexts in which the language were useful and meaningful. So, the students did not only play the game, but they also learned something from the game. Moreover, teaching vocabulary through games for young leaners was fun activities that could make the students enjoyed their learning and did not realize that they were learned. It was because of young learners were basically like to learn through play. In addition, in two of those previous studies above also recommended for the teachers to use guessing game in teaching vocabulary, since guessing game was effective and excellent to use for teaching. Although games were good for teaching, but the English teachers may find problems during the process

of teaching vocabulary by using a game and the teachers might solve the problems by their own ways.

Those inputs above were references in doing this study which were basically had similarities concerned on the use of game in teaching vocabulary. The difference between those researches and this research could be seen from the aspect that the researcher's investigated. By using a descriptive study, the researcher intended to investigate the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara and identified the problems faced by the English teacher in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara.

## 2.2 Review of Related Theories

### 2.2.1 General Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary that should be studied by English learners. Vocabulary is the most crucial and basic element before the foreign language learners learn deeply about the foreign language, therefore it is impossible to get successful language without mastering the vocabulary. Hence, the first element the leaners should master when they want to get better English skills is vocabulary.

To get further understanding about vocabulary, there are some definitions of vocabulary from some experts. According to Hornby (1995:1331), vocabulary is a number of words in a language, all words that someone knows or uses in a particular book, subject and anything, a list of words and their meanings, especially words that participate in a textbook. Another definition of vocabulary is given by Nunan (2005:121) that vocabulary is a collection of words that a person knows. In addition, Richards and Renandya (2002:255) proposed that vocabulary is a major component of language understanding which is the basis for students to speak, listen, read and write well.

In line with those definitions above, it can be said that generally vocabulary is a list of words that are essential elements for the individual speakers, which facilitate them to convey meaning and to communicate with each other in a particular language. More specifically, vocabulary is the fundamental part of language which can be used in many situations either in the form of spoken or written language. It means that vocabulary refers to the words that learners must know, because the more vocabulary the learners have, the easier for them to develop their English skills which are listening, speaking, reading and writing.

**2.2.2 Types of Vocabulary**

In teaching and learning vocabulary of a language, it is necessary to understand some types of vocabulary. As Thornbury (2002:3) stated that knowing how words are described and categorized can help us understand to teach vocabulary. In the case of using the words of language, Thornbury (2002:4) categorized words into two classes there are function and content words:

a. Function words are the words that do not receive additional words such as preposition, auxiliaries, modals, or any structure words of language.

b. Content words are the words that can be added whenever it is to get new meaning of words and necessarily invention in communication. The Content Words are divided into general classes, as follows:

- Nouns : kinds of words that interpret things, ideas, entitles, etc.

- Verbs : kinds of words which express actions.

- Adverbs : kinds of words which are used to describe things (nouns).

- Adjectives : kinds of words which are used to describe actions (verbs).

Commonly, many textbooks present new vocabularies in thematic sets in order to make students easier to memorize new words. Thus, based on McCarten (2007:21-22), vocabulary are categorized into three types of organization, as follows:

a. Real-world groups: It is group of English vocabulary that students are already familiar with it, for example: the real world vocabulary, such as the countries within each continent, body parts, the foods with types of it (carbohydrate, protein, fats, etc.), expressions used in everyday situations (e.g., when got a new car, got bad day, etc.) and celebration activities (e.g., at a birthday, wedding etc.).

b. Language-based groups: It is group of word that draw about linguistic criteria, for example: the different parts of speech of a word family; words that have the same prefix or suffix, or the same sound; verbs and dependent prepositions; collocations of different kinds (verb + noun; adjective + noun, etc.).

c. Personalized groups: This group of words which is used by students as their own preferences and experiences. It might include group of vocabulary according to likes and dislikes, personal habits or personal history, for example: school subject that you sometime, often like or dislike, or that you studied last night.

Those categories of vocabulary above are able to guide both teachers and learners to get useful words based on their types and group. By knowing their categories, the teachers are able at knowing

how to determine a good teaching strategy. Another point is learning vocabulary based on their categories can help the learners easily and effectively mapping the words in their minds which are very important to help them focus on the usage of the words and to avoid them from over memorizing.

### 2.2.3 General Concept of Teaching Vocabulary

Brown (2006:8) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge and causing to know or understand. Thus, the teacher's understanding on how the learners learn will determine the teaching style, the methods approached and the classroom techniques used. It can be said that strategies and techniques which the teachers used in teaching are based on their own teaching styles.

Vocabulary plays as a crucial part in learning English. Therefore, teaching vocabulary plays an important role in language acquisition as the foundation for English learners in mastering the English skills. In this case, Ur (1996:60) asserts that vocabulary can be defined roughly as the word we teach in foreign language. In line with this, the teachers should consider on how to manage an interesting classroom for learners in order to gain their great success in vocabulary learning. However, before teaching vocabulary the

teachers need to consider some factors. As Wallace (1982:207) affirmed that there are some factors which need to be considered in teaching vocabulary, as follows:

a. Aims

In teaching vocabulary, the aim of teaching is to make the teacher easy in formulating and present the materials. Thus, the teacher should find an effective way of teaching to the students.

b. Quantity

Quantity here is related to the number of vocabulary items that is possible to be learned by the students. Thus, it becomes the teachers' responsibilities to determine how many words which can be learned by the students to avoid them from too much learning. The words also should be selected whether it is easy or difficult for the students. In teaching vocabulary, this quantity factor is needed, because it will give impact for the students' understanding of the new words.

c. Need

In teaching vocabulary, the teacher has to choose the words needed by the students in their daily lives. It means that the teacher better to give the students many interesting resource of materials which is really needed by them, rather than giving them wide resource of words that rarely be used in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition mean that the teacher should give an opportunity of much practice on repetition to use the words both in spoken and written. So, the students will not only memorize the words, but they also familiar with the usage of each words.

e. Meaningful presentation

In teaching vocabulary, the teacher should present a meaningful teaching which informs clearly perfect and unambiguous words.

f. Situation and presentation

The teachers should inform the students to use the words appropriately based on the situation and the person to whom they are speaking. Therefore, the information from the teachers is not only about the content of the materials, but also the usage of the words in which to make the students able to practice the words in their daily communications.

Although in teaching vocabulary the teachers have considered those factors, in fact there are still several problems found in students' vocabulary learning. For example, when the students try to translate a passage and they meet a word that they don't know, they tend to look up the meaning in a dictionary, but they often to look up

too many words. Moreover, they may use the improper words grammatically. Here, in order to help the students from problems in learning, the teachers have some roles in teaching offered by Brown (2000:167), as follows:

a. The teacher as controller; they have roles to control what should the students do, when they should speak and what language forms they should use, etc.

b. The teacher as director; their roles are conducting some teaching and learning activities in the classroom.

c. The teacher as manager; their roles are as one who plans lessons, modules and courses who structures the larger or longer segments of classroom time.

d. The teacher as facilitator; the teacher facilitate the process of learning, making learning easier for students and give guidance to find the pathways to their success.

e. The teacher as resource; they have to supply information where necessary, give advice and counsel when the students need.

From above explanations known, when the teachers have to teach the students about vocabulary, they have to facilitate the students with appropriate techniques, media and materials. They need to introduce the list of vocabulary that is taken from the book or the other relevant resource. In teaching vocabulary, the teachers also

should know the general knowledge of vocabulary, words, the meanings and the leaners' characteristics. So, they can manage, direct and control well their classroom.

### 2.2.4 Technique in Teaching Vocabulary

Teaching vocabulary is a challenging task for the teachers. In teaching vocabulary, the teachers should use variety of techniques that are suitable for expanding the students' vocabularies. Moreover, the teachers should be able at selecting the appropriate techniques to ensure that they are familiar with the new words effectively. Hence, there are some ways that can be used by the teachers in teaching vocabulary as listed by Nation (1990) in Cameron (2001:85), as follows:

a. Using a first language translation.

b. Using a known second language synonym or a simple definition in the second language.

c. Showing an object or picture.

d. Giving quick demonstration.

e. Drawing a simple picture or diagram.

f. Describe the underlying meaning of words and other references.

g. Provide several sentences as example with the word in context to show the meaning.

h. Describe the underlying meaning of words and other references.

Based on the explanations above, it can be concluded that there are a lot of ways that can be used by the English teachers in facilitating the students' vocabulary learning. However, the teachers should be able at choosing the best technique that is suitable to encourage the students in enriching their vocabularies. Therefore, if the teachers give an excellent approach in teaching vocabulary, the more easily the students memorize their new vocabularies.

## 2.2.5 General Concept of Elementary School Students

English to young learners has become important in recently years. The age of students should be a major factor to formulate decisions on teaching students. There are many considerations that should be taken on how to teach and what to teach young learners, because they are different from adult physically and mentally. According to Phillips (2003:3), young learners are the first year children of formal schooling around five or six years old to eleven or twelve years of age. In general, Elementary school students are categorized as young learners due to their ages who are commonly in the average age of six to twelve years old.

Teaching Elementary School students are not the same as teaching adult, because they have different characteristics in learning language. In this case, there are some general characteristics of

children in learning which is pointed out by Harmer (2001:38), as follows:

a. They usually response to meaning even they do not understand the words.

b. They often learn indirectly than directly.

c. They not just understand from the explanation, but also from what they hear and see, especially on what they can touch and interact with.

d. They commonly have an enthusiasm and curiosity in learning about the world around them.

e. They need for individual attention and approval from their teacher. They like to be bought on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom.

f. They have limited attention, unless they do activities that are very enthusiastic, because they easily get bored, losing interaction after 10 minutes or so.

In brief, it can be said that the students who are considered as young learners usually more interest in studying language through enjoyable and cheerful activities. It is because of their world is their daily games and they mostly asked about new knowledge that come across. In addition, as maintained by  Broughton *et al.* (1980:169),

young children love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement. Therefore, some activities like songs, games and short dialogues which are useful to bring them into enjoyable learning experiences and to take them into repeating words are purposeful approach that the teacher need to do for young leaners.

### 2.2.6 General Concept of Guessing Game

Game is a fun activity which includes achievement and rules. As Garris *et al.* (2002:443) explained that there are six key dimensions which characterize games, there are fantasy, rules/goals, sensory stimuli, challenge, mystery, and control. From those dimensions, it can be said that games are basically able on stimulating and developing the players' self-motivation, because games are highly motivating since it is amusing and challenging.

There are many kinds of games in teaching technique. Based on Solcova (2011:99), that games can involve competitions, quizzes, forming two lines competing against each other, miming, guessing, board games, etc. One of the games mentioned is a guessing game. Here, Hadvield (1984:4) explained that guessing game is a game where the player with the information deliberately with holds it, while others guess what it might be. It can be said that guessing game is a game in which a person knows something and the other one who

do not know have to try to find out the answer based on the clues given. In addition, Purnata (2013:2-3) stated that guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. In brief, basically the players in guessing game only use the context to guess the meaning of the words.

According to Marsland (2009:22-23), based on the concept of one person "knowing" and the rest of the class "guessing" with "yes or no" questions, there are many types of guessing games. The types of the guessing game based on the concept of "yes or no" questions are as follows;

a.    I-spy

In I-spy, the "knower" should give the first letter of an object that he or she can see and the other guessing what it is. Each clue traditionally begins with the form "I spy with my little eye". As an example, the student says "I spy with my little eye, something begin with C". So, "C" becomes the word that the student's select as the clue for guessing the object

b.    Twenty questions

Twenty questions is known as "Animal, vegetable, mineral," this type of guessing game provide of an object, which is categorized in one of three headings given above. The object may belong to the classification of animals (living and

breathing), vegetables (grown), or minerals (not living, not growing, and coming from nature). In this game, the students who guess the word are given twenty tries to learn something about the object before they have to guess it.

c.  The coffee-pot game

This coffee-pot game is also frequently used in many language classrooms. It can target many grammatical categories, although verbs are particularly suitable. In each questions, the word "coffee-pot" is used instead of the word to be guessed, for example, "Do you *coffee-pot* every morning?"

d.  Guess the word

This game is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract noun. It involves one player that must give clues related with the word and other students in the groups have to guess it. In this game, the player can answer "yes/no" about the correct guess, while the other students in the groups try to guess.

Those types of guessing games above are really suggested to be functioned as language teaching and learning. In teaching and learning language, those guessing games can be used as stimulation for students to guess a word, so that they are motivated to know many vocabularies. Furthermore, in the context of vocabulary teaching and

learning, the variety can also be done in its application. If traditionally in those guessing game the "knower" gives the class sentences about an object or a person and the class guess once between sentences, however to reduce the responsibility only on the individual student "one who knows", guessing game can be applied with one or two students as "Guesserrs" and the whole class provide the information.

## 2.2.7 Teaching Vocabulary through Guessing Game

Vocabulary is one of important language elements, since vocabulary exists at fourth language skills which are reading, writing, listening, and speaking. In extending all of those skills, leaners need to develop their vocabularies acquisition start from the earlier stages.

Thornbury, (2002:144) stated that vocabulary cannot be taught. It can be presented, described in all kinds of activities, and experienced of associations, yet is eventually learned by the individual. In this case, the teachers' role is very important in choosing a good technique to facilitate the students in learning vocabulary. Because, by facilitating them with an attractive technique and media, it is certainly help the students to learn effectively.

Teaching vocabulary in a school is usually presented by memorizing a number of words and this method always make the students easily bored, because the way of teaching is monotonous. Learning vocabulary actually does not only focus on memorizing, but

also focuses on the meaning and the usage of words rather than just remembering the words. As Decarrico (2001:256), stated that words should not be learnt in separate way or by memorization without comprehension. Thus, the teachers need a good way of teaching vocabulary that can facilitate the students to get effective learning and bring them into fascinating learning activities.

One alternative activity that can be used by teachers to facilitate students in learning vocabulary is by using games. Game is actually offering a fascinating activity. As stated by Solcova (2011:99), that games can bring excitement in language teaching, but should be used considerately. Teaching vocabulary through games is certainly a good choice, because games can bring the students into practice to use the new vocabulary and the teachers can also use games as an alternative activity in developing the students' vocabulary acquisitions unconsciously.

However, not all games are able to use as language teaching. In determining the role of games to enrich the student's vocabulary, the teachers need to have their aims clearly that the major purpose is to make learning vocabulary effectively and successfully. In using games, the English teachers are responsible in selecting a suitable game that can create a good condition in the classroom. Like Allen's (1983:50) said that language teachers are responsible for creating conditions which encourage vocabulary expansion, and a

well-chosen game can help the students acquire English words. In line with that statement, the uses of educational games are more meaningful and better to be chosen in teaching and learning process.

Guessing game is one of some game in teaching technique which is good technique to use for teaching. As Phillips (2003:71) suggested that guessing game is used for presenting vocabulary by training to guess the meaning based on the context. Thus, guessing game can be a tool to introduce, review and reinforce new vocabularies students, as well as to make the students easier in memorizing the words. It is because of learning by using guessing game is able at encouraging students to guess some kind of information, such as a word, a phrase, a title, or the location of an object.

Klippel (1984:31) argues that the primary rule of the guessing game is that one person knows what the other person wants to know, which is assigned by an additional set of rules. The additional rules mean that in applying a guessing game for teaching, the teacher must give variation of rules. The variation of rules in the guessing game can be presented by using media, for example the teacher can direct the players to give clues based on the pictures, and then someone guess the answer. Thus, many variations of rules are needed in guessing game for the purpose to avoid the students from bored learning, so that they are interest in playing the guessing game.

From those explanations above, it is clear enough that the use of guessing game as a teaching technique is really appropriate to extend the students' vocabulary learning, as well as to encourage their mental and physical movements. Adapting guessing game in teaching vocabulary is recommended for the teachers to apply in the classroom, especially for Elementary schools students. It is because of guessing game is a meaningful game for learning. However, the teachers need to present the guessing game in variation of rules in order to make the students enjoy their learning's activities.