

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Studies

In this research, the writer found some previous researches related with this research. First, the thesis written by Zahro (2013) untitled “ *The Effect of Guessing Games On The eight Year Students’ Vocabulary Achievement at SMPN 03 Balung Jember In The 2012/2013 Academic Year*”. The form of this research is quasi experimental with emphasizing at the game to solve the teachers’ problem in teaching vocabulary. This thesis concern about how effect of guessing game on students’ vocabulary achievement at SMPN 03 Balung Jember in the 2012/2013 academic year. Guessing games is a significant effect on the eight year students’ vocabulary achievement.

Second, the thesis written by Safitri, Wijaya, & Husin (2016) untitled “*The Effectiveness Of Guessing Game Towards Students’ Writing Skill On Descriptive Text*”. This thesis concern about the effectiveness of the use of Guessing game in students’ writing skill on descriptive text.. According this article, guessing game is effective and very strong to improve the students’ writing skill on descriptive text to the seventh grade students of MTs N 01 Pontianak in academic year 2014/2015.

Third, the thesis written by Zahara & Fatimah (2018) untitled “*Using Guessing Game in Teaching Writing Descriptive texts to Junior High School*”. This article concern about the usage of guessing game in teaching writing, especially descriptive text. According this thesis, guessing game helps English teacher to create an enjoyable atmosphere in the classroom and the process of teaching and learning can be more interesting for students. the students are also expected to develop ideas from their activity easier.

Next research, the thesis written by Anggreyni (2014) untitled “*Improving Students’ Speaking Skill Through Guessing Game Technique At Grade X-1 Of SMA Negeri Angkola Selatan Tapanuli Selatan*”. This thesis concern about classroom action research in which researcher applied guessing game technique on improving the effectiveness of teaching speaking skill at grade X-1 of SMA Negeri angkola Selatan Tapanuli Selatan. Based on this article, guessing game technique better improves the students’ speaking skill at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan, and the factors that influence the changes of students’ speaking skill are students’ motivation, students’ confidence and group discussion.

Next research, the thesis written by Nurislam (2016) untitled “*Reinforcing Students’ Listening Skill Through guessing Game*”. This article concern about the improvement of students’ listening skill through guessing game and response toward guessing game at the first grade of

MTs Annida Al Islami Jakarta. According this thesis guessing game activities can improve the students' listening skill at the first grade of MTs Annida Al Islami Jakarta. When implementing the action, the students' responses were good.

Beside that, the thesis written by Haifa Rashed Al Zaabi (2004) untitled “ *The Use Of Memory And Guessing Games In Teaching Vocabulary To Young Learner* “. This article concern about how importance play game in learning vocabulary especially with young learners. This research decided investigate whether the use of game, especially guessing and memory game in the classroom would assist the learning of vocabulary.

This research, has some similarities and differences with the previous researches. The previous research has been used game especially guessing game in teaching and learning English. It has been used in some skills such as speaking, listening, and reading. The previous studies also have been used in teaching such as teaching writing. So, in this research, the writer wants to know the effectiveness of guessing game in teaching and learning English especially in teaching vocabulary.

## 2.2 Review of Related Literature

### 2.2.1 Game

#### a. Definition of game

According to the traditional definition, Games are rule bound systems, set in a defined space Games are goal oriented activities with clear in game endings, as opposed to simulations, which may not have clear goal oriented activities or end (De smale at.al.2015:3).

#### b. Principle of game selection

In determining the role of games in developing students vocabulary, the teacher needs to have their purpose clearly in mind if the major purpose is to make learning English vocabulary effectively and successfully. According to Wright, Betteridge & Buckby (2006: 1), it is important to make sure that the games which are want to played is familiar with the students to reduce the difficulties in conducting the games.

Houston state that, there are some principles of using games in the class:

1. Specify your purpose. The teacher should know what the purpose of the games that he or she plays in the class.
2. Explain the rules clearly before you begin. It is important to make sure the students understand how to

play the games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explain the rule in native"s language.

3. Be prepared for the "extra student". The teacher has to make sure all of the students join to the games.
4. Avoid drifting off during the game. When the games is playing, watch for potential problems that can be remained. If you feel that is a student who is not understands the rules, stop the game and go for the rules again.
5. Look for signs that students are getting tired If the students look tired, the teacher should stop the game before the students lost their attention.
6. Choose games carefully to save money and time. Try to use a game that can be prepared easily.
7. Find new sources Try to use a new game that never be used before.
8. Recycle. If there is an old game that success applied in the class before. It is ok to use it again in another class.
9. Make a file. Make a file that consists of games. It can make you easy if you want to use games in another time.



10. Share. If you have a favorite game that you use to play with your best friend. You can use that game to your class.

11. Don't do over do it. Game is joyful and interesting play in the class, but if you do it too much, it can waste the time and make another important thing do not have time to teach in the class.

### 2.2.2 Guessing game

Guessing Game is a game in which a person or a group try to answer a question that has been given a few keywords related to the images, titles or words. Guessing game aims to practise asking and answering questions and practise writing. Materials that can be used are flashcards or objects. In this game, the students take turns to guess the identity of an object through asking questions. Guessing games, where one child does not know information that the class does, are fun and useful activities ( zahara & Fatimah, 2018: 203-204 ).

According to Phillips (1993:71-72), the procedure of guessing game are:

1. Write the title of the text on the board and get the children to look at the picture. Ask them what they think the text is about and to suggest some words, both

in English and their first language, that they think will be in the text.

2. Tell them the text is in their own language but that you have hidden some English words in it. Give out the copies and ask them if they can tell you the English words.
3. They read the text again, and in pairs try and work out what the English words mean. You can make this easier by giving them all the translation in a box and asking them to pick out the most suitable one.

### 2.2.3 Vocabulary

Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing, and speaking. Langan (1997:451) says that a good vocabulary is a vital part of effective communications. A large stock of words can make a better speaker, listener, reader, and writer. In learning English, students shall understand what they should do when they receive a language assignment. They should be guided to understand the assignment and make it a habit to use more new language to enrich their vocabulary. Vocabulary is one of the elements in language that cannot be separated from learning English. It is hard to master the four language skills without mastering or understanding a large

number of words, because this is fundamental to learning a language.

According to Yun in Manik & Christiani (2016: 4), the field in which vocabulary is commonly used is as follows:

1. All the words as the language.
2. The number of words that an individual can understand and use whether in speaking or writing
3. The word said to be representative of a subject or occupation.
4. List of words to serve a specific purpose

In fact, most people still need some vocabulary rules in order to gain a good sense of language. The words that someone choose affect how good the impression he makes and how people react to serve a specific purpose of the language. Vocabulary is not only words. When the writer talk about vocabulary, it means that writer talk the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, and homonym.

#### 2.2.4 Kinds of vocabulary

According to Brown (1945:16), there are two kinds of vocabulary, as follows:

1. Active Vocabulary (Productive Vocabulary). Active Vocabulary is words which the students understand, can



pronounce correctly and uses constructively in speaking and writing.

## 2. Passive Vocabulary (Receptive Vocabulary).

Passive Vocabulary is words that recognize and understand when they occur in a context, but he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

### 2.2.5 Principle in Teaching Vocabulary

Vocabulary is one of important language element, since vocabulary exists even at skill fourth language which is reading, writing, listening, and speaking. In teaching vocabulary, English language should be serious. There are many teachers who argue that vocabulary will acquire equal with their experience. It is wrong because vocabulary should be studied. According to Wright, Betteridge & Michael Buckby ( 2006: 94 ) , it may be necessary to draw attention to the form of a word as well as its meaning. According to Gairns and Redman (2003:54), there are four main sources vocabulary that can be used by the teacher in the class;

1. Through the course book. This will include the written and spoken texts, activities for the presentation and practice of grammatical structures, testing exercises, and so on.

2. Through supplementary materials (not designed specifically for vocabulary development) provided by the educational institution or selected by the teacher himself.
3. Through the students. A wide range of unanticipated and unpredictable items will inevitably surface from students enquiries, queries, and errors.
4. Through specific vocabulary activities designed by the teacher for his particular group of students.

Learning vocabulary is not only must with memorizing the new words that students find in the textbook, but there are many ways to learn vocabulary instead. Like Schmitt said that the aim of learning vocabulary is to transfer the lexical information from the short-term memory into the long term memory. There are some principles to ensure the vocabulary to the long-term memory:

1. Repetition
2. Retrieval
3. Spacing
4. Pacing
5. Use
6. Cognitive Depth
7. Personal Organizing
8. Imaging
9. Mnemonics

10. Motivation

11. Attention/ arousal

12. Affective Depth

One of alternative activity that we can use is games. Games can make the students use the new vocabulary and motivate the students. It can transfer the new vocabulary from the short-term memory to the long-term memory.

#### 2.2.6 Teaching Vocabulary Using Guessing Game

Teaching vocabulary is the activity that enables students to acquire vocabulary guided by teacher though learning process. Guessing game is one of games that the students should guess some kinds of information such as word. In this research, the writer gives some clues related the material. For example : part of body that use to see the world is called ? then, the students will discuss with their group to guess some information that is help by letters. After that, there are some pictures in the box and then one of students from each group to take picture that related with clues.

Teaching vocabulary using guessing game is one of the techniques in achieving vocabularies for the students. Through guessing game, it will motivate the students to have high response in learning foreign language.

### 2.2.7 The Effectiveness of Guessing Game in Teaching Vocabulary

Vocabulary is one of the most important element in a language. It is one element that links the four skills of speaking, listening, reading, and writing. Schmitt ( 2010: 6) said that in using language to communicate, naturally one most important key is how much vocabulary is necessary to enable this communication. Instead of the size of vocabulary, the accurate and the level of fluent are important too, in conducting the communication in second language. We do not need to remember all of the English vocabulary. Schmitt said that second language learners do not need to achieve native-like vocabulary sizes in order to use English well. A more reasonable vocabulary goal for these learners is the amount of lexis necessary to enable the various forms of communication in English. According to Langan (2003: 2001), studies have shown that students with a strong vocabulary, and students who work to improve a limited vocabulary, are more successful in school, and one research study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers. But, mostly students get their material by memorize each word that they find. It can cause student feel bored and impressed that vocabulary's learning is not interesting, eventually the ideal learning shall be done with joyful way but still follow the rules and the purpose of the study.

Because of that explanation, in this research, to reduce the students difficulties in studying vocabulary, the researcher use one of games which is guessing game to reduce that problem. The writer explains how to play the game and gives it in the end session of the class before the class finish and then the writer see whether the guessing game is effective or not in teaching and learning vocabulary.

