

CHAPTER 2

REVIEW OF RELATED LITERATURES

2.1 Previous study

This chapter contains descriptions about the relevant theory of previous study related to ” *The effectiveness of Hangman Game to Improve Students’ Vocabularies at Second Grade of SMPN 2 Bangsri Jepara*”. This title concerns in Junior High School of SMPN 2 Bangsri Jepara.

The research conducted by Evi, Susilawati, & Salam (2017, p.1) entitled “*Teaching Vocabulary by Using Hangman Game to Eight Grade Students SMP DDI SSA pontianak*” *English Education Study Program FKIP Untan Pontianak* shows that as a subject matter in academic field, English had important role in education. By learning English the student were hoped to be able to communicate anything in English. But in fact, the student were still unable to used English. In order to use English correctly and properly in communication, students were expected to acquire the language that involves four language skills: listening, speaking, reading, and writing.

According to the research conducted by Manan (2016) entitled “*The Use of Hangman Game in Motivating Students in Learning English*” *ELT Perspektif Journal* shows that students should enjoy learning. Game is one of strategy at an activity with rules, goal and element of fun. Through a game student will understand the material easily because game is an

interesting strategy with some purposes and steps which can wake up the students' motivation.

The research conducted by Novriana (2013) investigated on her research entitled "*Improving Vocabulary Mastery Through Hangman Game to Elementary School*" English Education Study Program Sebelas Maret University Surakarta students need to learn English to communicate anything, it is why English is very important. It is different with the fact that student still get difficulties to use English. So, for mastering this skill, students have to have the most important element in learning.

Vocabulary is to be the one of problem in learning english. Vocabulary will be an instrument to presenting the meaning and we must edequate number of vocabulary to master English skill. To produce some words we have to get much vocabulary and it is the basic problem for eight grade of Junior High School. For examples they often forget the previous vocabulary and they are lazy to open vocabulary.

Based on the problem above, teacher should use method to make student enjoy and easy to learn vocabulary. The use of game can wake up the student's motivation because at their level they prefer game to open dictionary in learning. Hangman game is a word game. Hangman is a great way for learn English to practice spelling, improve their vocabulary and enjoy learning.

In general, this research could be concluded that game have a good impact on students' motivation and stimulate in brainstorming. It is an

excellent tool for the demonstration of the meaning, especially regarding particular things. They work better if used meaningfully. The statements mentioned above are in accordance with the theories explained in the theoretical part.

2.2 General Concept of Teaching

Moore (1988:5) states that “teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches”. Clark and Starr (1986, as cited in Moore, 1988) suggest that “teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude, or appreciation”.

Bruner (1966, as cited in Moore, 1988) defines instruction as “an effort to assist or shape growth” (p.1). This definition and the role that teachers perform imply that teachers need to be concerned with all aspects of student development-physical, social, emotional, and cognitive. Therefore, a broad definition of teaching might be the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development.

2.3 General Concept of Vocabulary

When we discuss about vocabulary, of course some of students are familiar about that in the class. In spontaneity they produce some vocabularies in their communication. Vocabulary is one of elements in language. Students in Junior High School who learn English need stock of words to communicate. According to Richards & Renandya (2002:255) in

her study said that vocabulary is the important thing in language, because it is the basic for how well learners speak, listen, read and write. Without vocabulary learner can get difficulties to listen the radio, native speaker or to use English in different contexts, reading or watching television.

“Vocabulary is best learned when the meaning of the words are illustrated, for example by a picture, an action, or real object” (Phillips, 1993, P.68). In other hand, Hatch & Brown (1995, as cited in Halimah, 2017) state that vocabulary refer to a list or set of words that individual speakers of language might use. From that statement we know that it refers to word in a language that is used by the speaker. Vocabulary is a part of language, in the small and simple form. The researcher concludes that vocabulary is a total number of words existing in language, including single words to express idea as well as multi-word idioms which can be understood in the context.

2.4 The Important of Teaching Vocabulary

When we discuss about vocabulary, the teacher should think about student abilities, especially student in Junior High School SMPN 2 Bangsri Jepara. As a teacher should be creative teacher. As we know that the object of mini research is students in Junior High School, so it is not easy to create student abilities based on the teacher’s concept.

At the very least learners need to learn both the meaning and the form of a new word. We shall deal with each of these components in turn.

But it's worth pointing out that both these aspects of a word should be presented in close conjunction in order to ensure a tight meaning-and-form fit. The greater the gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two. Let's say the teacher has decided to teach a related set of words – for example, items of clothing : shirt, trousers, jacket, socks, dress, jeans. The teacher has a number of options available. First, there is the question of how many words to present. This will depend on the following factors:

- 2.4.1 The level of the learners (whether beginners, intermediate, or advanced)
- 2.4.2 The learners' likely familiarity with the words (learners may have met the words before even though they are part of their active vocabulary).
- 2.4.3 The difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- 2.4.4 Their 'teachability' – whether, for example, they can be easily explained or demonstrated.
- 2.4.5 Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).
Since more time will be needed for the former, the number of

items is likely to be fewer than if the aim is only recognition (Thornbury, 2002).

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

2.5 General Concept of Method

Method or visual aids play an important role in a teaching and learning process. The use of method facilitates the teacher and students to reach the goals of study. A medium is any person, material, or event that establishes condition which enable learners or students to acquire knowledge, skills, and attitude.

Richards & Renandya (2002:6) argue that method are typically top-down impositions of experts' views of teaching. The role of individual teacher is minimized. His or her role is to apply the method and adapt his or her teaching style to make it conform to the method. Method are hence perspective.

2.6 Hangman Game

“A classic way to practice alphabet and vocabulary is by using Hangman Game” (Rauschenberg, 2005 as cited in Manan, 2016).

“Hangman game can be called as one of language game which can be used by teacher to teach the student about alphabet and vocabulary” (Manan, 2016, P. 141).

Phillips (1993:83) explains about the step to play Hangman Game:

1. One Child (the ‘thinker’) thinks of a word and writes dashes on the board to represent each of its letters.
2. The rest of the children try to guess the letters.
3. If they guess a letter in the word, the ‘thinker’ writes it over the dash, or dashes, that represent it.
4. For each wrong guess the ‘thinker’ draws one line of a simple picture of a person hanging from a gallows (see picture 1).
5. If someone thinks they know the word they can guess it, but if they are wrong, another line is added to the figure.
6. The person who guesses the word correctly is the winner. They think of the next word.
7. If nobody guesses the word before the picture is finished, the ‘thinker’ can think of another word.

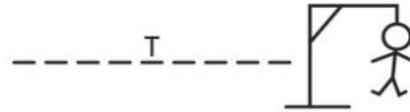


Figure 1.2 Sample picture of Hangman game

The steps to play hangman game as below :

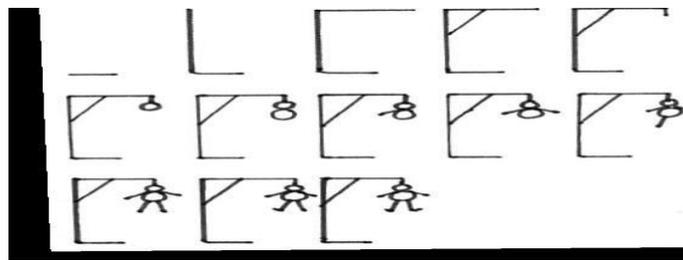


Figure 2.2
The illustration of Hangman Game

2.7 The Important of Method in Teaching Vocabulary

Nowdays, teacher in teaching learning process often uses methode in teaching technique. Richards & Renandya (2002:6) said that “role of methode in teaching language is important and helpfull the in teaching vocabulary”.

Therefore, in teaching vocabulary, an English teacher can use several methode. The aims of using methode, a variety of methode in teaching are to make the lesson easy and interesting for students to learn and understand. An English teacher must know how to stimulate student’s

curiosity and must be able to present the lesson, so that the lesson is more interesting and relevant to the need of learning. Methode can be used to explain language meaning and contraction, engage students in a topic or as a basis of whole activity.

