

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer reviews the related literature theories from the previous studies that underline her study. The writer divides the chapter into four subheadings. The first: vocabulary, the definition of vocabulary, the importance of vocabulary, the types of vocabulary, vocabulary items for SMP students and technique in teaching vocabulary. Second: games, definition of game, principle of game selection, the role of game, games in language learning, using games to teach vocabulary, and the advantages of using games to teach vocabulary. And the last: riddles, the definition of riddles, types of riddles, riddles for teaching vocabulary.

#### A. Vocabulary

##### 1. The Definition of Vocabulary

There are various definitions of “vocabulary”, they are: A. S. Hornby said that vocabulary is the total number of words which make up a language.<sup>10</sup> So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language.<sup>11</sup> It means that vocabulary is a language component which gives information or explanation in a language terms.

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<sup>10</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1987) p. 461

<sup>11</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1995) p. 1331

Moreover, there is another definition of vocabulary, it is: according to David L. Shepherd; he said that vocabulary is one of the most significant aspects of language development.<sup>12</sup> It means that vocabulary is the one that must be taken into consideration in language development.

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

## **2. The Importance of Vocabulary**

There are some importance of vocabulary, they are: According Lee C. Deighton;

“Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills”.<sup>13</sup>

It's mean that dealing with learning English as a foreign language, vocabulary is one of the components of language which has the most important role in mastering

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<sup>12</sup> David L. Shepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973) p. 39

<sup>13</sup> Lee C. Deighton. *Encyclopedia of Education*. (New York: Mc. Millan Co Free Press, 1971) p. 461

four language skills. Furthermore, there is another importance of vocabulary, it is: according to David L. Shepherd, he said that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it.<sup>14</sup> It means that vocabulary is important in communication. We cannot communicate with others in a certain language if we don't know much words of the language.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, teachers are expected to have the excellent way to make the students interested in learning English vocabulary so that the teaching learning objectives can be carried out successfully.

### **3. Types of Vocabulary**

About the types of vocabulary; according to De Gregory as cited in Nur Hidayatul, "*there are two big divisions of words: function words and content words.*"<sup>15</sup> The first division, function words are words that must be learned in connection with use in the sentence. These kinds of words such as noun determiners, auxiliaries, qualifiers, preposition, coordinators, interrogators and sentence linkers.

Second division, content words or lexical words are words whose meaning is recorded in dictionaries and often stated by means of definitions, synonyms,

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<sup>14</sup> David L. Shepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973) p. 39

<sup>15</sup> Nur Hidayatul. *The Analysis of vocabulary Teaching Trough Puzzles*. (Thesis Surabaya, UNESA, 2002) p. 20

antonyms and contextual explanation. These kinds of words are nouns, verbs, adjectives and adverbs.

#### **4. Vocabulary Items for the SMP Students**

The vocabulary items for SMP students based on 2004 English Curriculum are divided into two kinds. Those are classification of word according to theme and class. The theme for the second years students according to Department National Education are: *Flora and Fauna, Friendship, Travel, Health, Teenage life, Recreation, Seasons*.<sup>16</sup>

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in a different theme. The theme which is related with vocabulary is considered to fill the target of competence. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report, etc. For the second grade student of SMP, genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, students are learning descriptive text. In descriptive text, the social function is to describe a flora and fauna, place or thing.

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<sup>16</sup> Departemen Pendidikan Nasional, *Kurikulum 2004*, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003 iv, 88 hal, 2003) p. 33

## 5. Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. According to A. S. Hornby he said that vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express ones thought. So, teaching vocabulary is an activity to acquire some new words to improve the language.

According to Haycraft as cited by Nur Hidayatul points out that there are many ways of presenting new vocabulary. They are:

1. Creating a context or situation from which the students can then deduce the meaning.
2. Describing, defining object and drawing if it is necessary.
3. Taking the students out and introduce words for things seen in a shop windows, or in the street.
4. Using word game. There are large varieties of these, e.g. riddles which it is useful for practicing and revising vocabulary after it has been introduce.<sup>17</sup>

So, to present some new vocabulary, we can use many ways, they are: creating situation or context, describing, and using word games like riddles.

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<sup>17</sup> Nur Hidayatul. *The Analysis of vocabulary Teaching Trough Puzzles*. (Thesis Surabaya, UNESA, 2002) p. 25

## **B. Games**

### **1. Definition of Game**

About the definition of the games is based on the Oxford Advanced Dictionary of Current English the meaning of game is form of usually competitive play or sport with rules.<sup>18</sup>

According to Larcabal:

*“A game can (1) help those who play develop their inner self. (2) help them related to other more effectively and cooperatively, (3) train them in creative freedom as they feel less embarrassed or afraid and become more self confident, and finally, (4) bring them and the facilitation and anxiety that prevent students from acquiring the language.”<sup>19</sup>*

Based on those statements, so games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. By using games the students are able to learn the target language unconsciously. They learnt some new words without any stress on their feeling.

### **2. Principle of Games Selection**

According to Weed, he proposed some principles of games selection when effectiveness and successes are needed. The principles can be used as a sort of a

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<sup>18</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1995) p. 486

<sup>19</sup> Rita Susana, Larcabal, *The Role of Games in Language Acquisition*. (English teaching Forum Vol. 30, 1992) p. 28

checklist when selecting a game, in which there are factors that the teacher must take into account.<sup>20</sup>

1. The purpose of the game

The teacher should refer to the section concerning purposes and relate the purpose to the particular point to teach in the lesson (e.g. for commands: *come on. Hurry up, etc*)

2. The space to play the game

The teacher should check whether there is a possibility for having active games in a limited space in a room.

3. The number of the students

The teacher should know that there are some games, which work well only for a large number of students, and some which work quite well with two people. Still there is a possibility of adapting a game to some situation if it is thought of before hand. It means that the game has to be well planned in advance before applying to the class activity. Team games can be changed into individual ones, and vice versa.

4. The age of the students

Naturally, children do not suit adult games and vice versa. However, the teacher can use different vocabulary items and shorter structure to make the game suit the level of the students.

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<sup>20</sup> Gretchen E. *using Games in Teaching Children s.*(English Teaching Forum. Vol X, 1972)No. 2

5. The level of the activity

A teacher should note that it is hard to settle down the students after they play a very active game. So, the teacher should play a certain kind of game that can be used to settle down the students at the end of the lesson.

6. The type of games

The teacher should use the general game such as guessing games, relay race, and telling time.

7. The time allocation

Some games need a lot of time to play. A seemingly simple game may take a long time to play. So the teacher should make sure that students have learned necessary sentence structures and vocabulary before.

8. The use of properties

When a game needs some properties, the teacher should make sure to bring one and not make it for granted. The teacher may change the properties to suit the class and vocabulary if necessary.

9. The necessary rewards

Students are usually satisfied when they win the game. But, giving rewards can be a part of the game.

10. This is the most important point since there must be a relation between the game and what is being taught.



### 3. The Role of Game

Enjoyment of games is not limited by age. Some individuals are not seen from age but from the suitability of the games and roles of the player. It is usually accepted that young learners and adult are interested in playing games. As what Eningtyas has stated in her thesis that young learners like doing something using any other technique. It implies play which is an important part in young learners' life.<sup>21</sup> Moreover, Andrew Wright and friends stated that games can help and encourage many learners to sustain their interest and work. Games also help the teacher to contexts in which the language is useful and meaningful.<sup>22</sup> Of course, in this case the teacher should be careful to make the game enjoyed by young learners and at the same time some language items are learned. Brown states that games involve:

- 1 Rules which must be followed;
- 2 Competition between individuals or teams;
- 3 Determination of a winner if teams of players are part of the game plans, cooperative learning as well as competition can result<sup>23</sup>

There are two kinds of games according to Hadfield cited by Eningtyas, there are competitive game and cooperative games.<sup>24</sup> In cooperative games “the player or team work together towards a common goal”

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<sup>21</sup> Eningtyas, *Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan*. (S1 Thesis Surabaya: UNESA)

<sup>22</sup> Andrew Wright. *Games for Language Learning*. (New York: Cambridge University Press, 1984) p. 1

<sup>23</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. (Englewood Cliff, N.J.: Prentice-Hall, 1985) p. 317

<sup>24</sup> Eningtyas, *Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan*. (S1 Thesis Surabaya: UNESA)

In these games, there are no winners or loser. All students work together to solve the problems. However, in competitive games, usually the teams compete to win the games. They work hard to answer all questions precisely as fast as possible. In order to make the student work effectively and avoid getting stressful during and after competition, it is better for the teacher to arrange the students into groups. The consideration is based on the benefit of learning in enter group competition. "Inter group competition may promote peer group pressure for academic achievement."<sup>25</sup> Further more they stated that "when a group loses, the lost maybe taken less personally by each of the groups members." That is why, inter group competition is used more commonly than that of personal competition.

#### **4. Games in Language Learning**

According to David and Roger, they said that games are attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning.<sup>26</sup> That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. To make games effective, Lubis suggests, "Games are best set up by demonstration rather than by lengthy explanation."<sup>27</sup> It means that by demonstrations, students will get experience to practice their physics, emotion and thought. To know

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<sup>25</sup> Eningtyas, *Word Games As a Means of Teaching Speaking to the second Year Students of SLTPN 1 Pucuk Lamongan*. (S1 Thesis. Surabaya: UNESA, 1987)

<sup>26</sup> Johnson, David. W. and Roger T. Johnson. *Learning Together and Alone, Cooperation, Competitive and Individualization*. (New Jersey: Prentive Hall. Inc. Englewood Cliffs.1975) p. 100

<sup>27</sup> Lubis, Yusnaini. *Developing Communicative Proficiency in the English Foreign Language (EFL)*. (Jakarta: Depdikbud, 1988) P.58

the effectiveness of the games, let us have a look at the advantages of using games proposed by Rita Susana Larcabal:

1. Help those who play to develop their inner self
2. Help them related to others more effectively and cooperatively Train them in creative freedom as they feel less embarrass or afraid or become more self confident, and finally
3. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language.<sup>28</sup>

However, she warned that although games can be used to practice certain language items at certain stages in the acquisition process, the main aim of games should be to develop communication skill. Thus, games will be considered not only just as a reward or relaxed after working hard or other aspect of the course; it also become a stimulating and interesting way to help students acquire the target language without even realizing it. Even though games provide a lot of advantages, it is not easy to achieve effective language learning, since there are some challenges that may arise when teachers conduct the games. Eningtyas in her thesis explains the challenges that teachers must be aware are:

1. A student would like to express himself in English but he/she is afraid to deviate from the safety on the sentences he was memorized.
2. One or more students dominate the games, giving other little opportunities to practice their English.
3. Students get out of control when the games are conducted.<sup>29</sup>

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<sup>28</sup> Rita Susana, Larcabal, *The Role of Games in Language Acquisition*. (English Teaching Forum Vol. 30, 1992) P. 28

Based on the statements above, can be concluded that games is fun, it is can create relaxes atmosphere if use in teaching learning process. So it can be make the students easier to receive the material.

## 5. Using Games to Teach Vocabulary

An important objective of vocabulary instruction is to develop an interest in words. The student whose curiosity about words is aroused is likely to increase vocabulary and to become more discriminating.<sup>30</sup> He also adds that students generally enjoy games and exercises involving the use of *puns, riddles, crosswords puzzles, anagram and palindromes*. In general it is believed that these lessons will:

1. Point out the element of enjoyment or challenge in language study and encourage word play;
2. Require the student to look carefully at words an important aspect of vocabulary building;
3. Give the student practice in calling up words on the basis of given clues;
4. Require the student to match words with definitions;
5. Provide spelling practice and compel close attention to word formation;
6. Show the student how the letters of many words can be manipulated to form other words;
7. Emphasize the importance of letter position in relation to word meaning;
8. Encourage students to classify and generalize concepts.

The grade level is important in deciding the kinds of games the teacher will use. In other words, a teacher cannot introduce games which are more difficult than the students' capability, so selecting games are very crucial to be done. Some of the

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<sup>29</sup> Eningtyas. Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan.( S1 Thesis. Surabaya: UNESA, 2004)

<sup>30</sup> Dale, Edgar, 1971. *Techniques of Teaching Vocabulary*. (USA: Field Education Publications, Incorporated, 1971) p. 302

games require mature thinking; others can be done at a lower grade level. However, by using appropriate words the teacher can fit the techniques of the games to any desired grade level.

## **6. The Advantages of Using Games to Teach Vocabulary**

As we know that there are many techniques in teaching vocabulary and game could be one of them.

Some expert says that games used for teaching vocabulary have many advantages. Gertrude in her book said that:

Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
4. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.<sup>31</sup>

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<sup>31</sup> Gertrude Nye Dorry. *Games for Second Language Learning*. (New York: Mc. Braw-Hill, Inc) p:56

So games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficient to avoid boredom in Vocabulary class.

According to Both, he said that games can help vocabulary building. Through games, the students' vocabulary can be added and built."<sup>32</sup> According to Phun as cited by Dorry mentions that vocabulary games, there are sense of excitement about words, sense of wonder and feeling of pleasure.<sup>33</sup> As a result, the students are eager to learn the words because they need them. So, vocabulary games attract the students to learn and to feel excited in learning words.

### **C. Riddles Game**

Based on the statement above, riddles is include a part of vocabulary games, because riddles has criteria of game, there is sense of excitement about words. Because in the riddles games need more ingenuity to solving the riddles which in playing words formed. And Riddles can motivate someone become more interest to play. It has rule to play too. So riddle is part of games.

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<sup>32</sup> Both, Donald. 1979. Fun and Games Large Conversation Class Involvement (Guideliness for Language Games) No. 5, p. 38

<sup>33</sup> Gertrude Nye Dorry. *Games for Second Language Learning*. (New York: Mc. Braw-Hill, Inc) p:60

## 1. The Definition of Riddles Game

There are many definitions of riddles. According to Evan “*Riddle is the nouns all refer to something baffling or confusing which is to be solved*”<sup>34</sup>

According Blachowicz as cited by Danny mention that “Word riddles” are questions with pun-like responses.<sup>35</sup> According to Danny Brassell about the riddles: “*A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved*”<sup>36</sup>

Riddles game are of two types: enigmas, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution, and conundrums, which are questions relying for their effects on punning in either the question or the answer. Contrary to popular belief, riddles do not necessarily involve wordplay.

Based on that statement, the writer conclude that riddles it self is the nouns which it can be said clues for something, and then it should be solve. So, Riddles is a words game, the way to play it are solving the statement or question or phrase which have a double meaning.

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<sup>34</sup> Bergen Evans, Cornelia Evans, *A Dictionary Of Contemporary American Usage*. (New York, Random House, Inc, 1957)

<sup>35</sup> Danny Brassell, Leena Furtado, *Enhancing English As A Second Language Students' Vocabulary*. (The Reading Matrix, 2008) Vol. 8, No. 1

<sup>36</sup> *Ibid*, (2008: 1)

## 2. Types of riddles game

In general, riddles can be divided into two main sections namely enigmas and conundrums. The former is a type of a question that is presented in a metaphorical language. These can be cracked or solved only after careful observation of the problem statement. Most of the ancient English poems had these kind of enigmas embedded within them. Conundrums are similar to enigmas but for the fact that the answer lies hidden in the question itself and application of the concept of punning can bring out the real answer hidden within the question. The usage of different meanings with a common spelling too, can extract the hidden truth.<sup>37</sup>

## 3. Riddles game for teaching vocabulary

Riddles game provide an entertaining way for students to identify vocabulary words. Use the definition of a vocabulary word to create a riddle. For example, a riddle for the word "umbrella" might go, *"When the drops start to fall, I come in handy. My waterproof top is really quite dandy."* Whether or not the riddles rhyme, use a playful tone to appeal to the students. Vocabulary riddles work as an oral activity for the class or as a written assignment in the form of a worksheet.<sup>38</sup>

Based on that statement, the riddles can implemented to teaching vocabulary as an oral activity or as a written assignment in the form or worksheet.<sup>39</sup>

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<sup>37</sup> Ahmed Abdel Rashid, *Teaching vocabulary using riddles*. (Article: 1951)

<sup>38</sup> Andrew Wright, *Games for Language Learning*. (New York: Cambridge University Press, 1984)

<sup>39</sup> Ahmed Abdel Rashid, *Teaching vocabulary using riddles*.(Article: 1951)



