CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

“Vocabulary is central to both a system and the use of language. Words are pronounced and written and organized into sentences and other grammatical combinations, being the fundamental units of meaning.”

Vocabulary cannot be separated from the language; it is important part of language. Hari Mukti Krida Laksana points out “Vocabulary is a component of a language that maintains all of information about meaning and using word in language.” It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes

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individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

According to Krashen and Terrell stated in David Nunan book “The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching.”

On the other word vocabulary has become one of the object of the research in the methodology of teaching till become as a result of the development of communicative approach.

Vocabulary should be taught especially for foreign language teaching-learning activity; because even the students have mastered grammatical form they could not the communication in the foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy

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to learn, it is impossible to learn a language without mastering vocabulary.

2. Kinds of Vocabulary

As people know, vocabulary is not skill instantly required, especially with the students who have different mother tongue or second language learner, as matter a fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students don’t know the meaning of words when they learn English. Vocabulary very influences into the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. It’s because vocabulary should be the basic knowledge to learn languages. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

There are two kinds of vocabulary in language learning. There are:
a. Active vocabulary can call productive, productive learning vocabulary involve what is needed for receptive learning plus the ability to speak or write needed vocabulary at the appropriate time.

b. Passive vocabulary is word that the students recognize and understand when they occur in a context, but which cannot produce correctly himself.  

Besides receptive and productive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, toppings and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary.

3. Strategies of Learning Vocabulary

There are two ways in which people learn vocabulary that are:

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a. Direct Approach. In Direct vocabulary learning, student focus their attention on learning words in lists or completing various vocabulary exercises. Most learner use this approach to learn frequently used words that are needed for survival skills in language. The direct approach is time and effort-consuming; it is fortunate that the number of words that are used with high frequency in this domain is limited.

b. Indirect Approach. In indirect vocabulary learning, your attention will be focused on performing some other language task, such as conveying or trying to understand a spoken or written message.

Hatch and Brown describe five essential steps in vocabulary learning based on research into learner strategies:

1. Having sources for encountering new words
2. Getting a clear image, whether visual or both, for the forms of the new words
3. Learning the meaning of words
4. Making a strong memory connection between the forms and meaning of the words

5. Using the word.\(^5\)

4. Vocabulary Assessment

According to Cameron “Assessment is concerned pupils’ learning or performance, and thus provides one type of information that might be used in evaluation.”\(^6\) Brown state that “vocabulary assessment is clearly form-focused in the above task, but the procedures are creatively linked by means of the target word, its collocation, and its morphological variant.”\(^7\)

Brown also said that “the major techniques used to asses vocabulary are (a) defining and (b) using a word in a sentence”.\(^8\)

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\(^5\) Hatch and Brown in Lynne Cameron, *Teaching Language to young Learners*, (Cambridge: Cambridge University Press, 2001), P.84.
\(^7\) H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Francisco State University, 2004), P.230
\(^8\) H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Francisco State University, 2004), P.229
John read state that “the use of objective test items such as multiple-choice, picture labeling, blank-filling and word translation.”

5. Definition of Testing Vocabulary

Testing vocabulary mastery is testing to measure how far the student able to mastery vocabulary they had learnt in the class while studied.

a. The meaning of testing

Testing vocabulary is examination to measure the ability how far the students to mastery the lesson especially vocabulary that had learned or given by their teacher in the classroom. The writer will give definition about testing and vocabulary.

Here are some meanings of test. Based on the dictionaries. The first, meaning test based on oxford learner pocket dictionary new edition, it notes, test is examine and measure the qualities of something or the knowledge or ability. The second meaning test based on an English,

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Indonesia dictionary, it notes testing is “pengujian, percobaan” (examination, experiment)\textsuperscript{11}.

According to Robert Lado “vocabulary test have also been prepared as measures of general ability or intelligence and as measure of achievement in special subject field”\textsuperscript{12}

b. The purpose of testing

There are four purpose of test according to Artur Hughes, they are:

1. To measure language proficiency regardless or any language course that candidates may have followed

2. To discover how far, students have achieved the objective of course the study

3. To diagnose students strengths and weakness, to identify what they know and what they don’t know.

4. To assist placement of students by identifying the stage.\textsuperscript{13}

\textsuperscript{11} Jhon M. Echlos and Hassan syadely, English-indonesia dictionary, (Jakarta: Gramedia Pustaka Utama, 1996), p.268


\textsuperscript{13} Arthur Hughes, Testing For language Teacher, (New York: Cambridge Univ.press,1989), p.7
Many course use placements test for measuring the students ability’s in mastery vocabulary, so from this test we will know the students in mastery vocabulary or mastery.

c. Kind of testing

We have know that, we use test to obtain information the students’ ability on vocabulary mastery. There are four kinds of test according to Arthur Hughes, on his book “testing for language teacher” there are:

1. Proficiency tests are designed to measure people’s ability in language regardless of any training they may have had it that language

2. Achievement test are directly related to language courses, their purpose being to establish how successful individual students, group of students, themselves have been in achieving objective

3. Diagnostic tests are used to identify students’ strengths weaknesses

4. Placement tests are intended to provide information which help to place students at the stage of teaching program most appropriate to their ability.
B. Games

1. Definition of Games

A game is or activity with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.\(^{14}\)

There is timelessness in the pleasure. To play game is to enjoy competing alone or in groups against other players. In playing games, they do not think consciously about the language involved in doing so.

Andrew Wright state that, “game” is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.\(^{15}\) Game help the children brave to interact with other and make something grow feels confidence to speak and act.

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\(^{14}\) Hadfield, *Elementary Vocabulary Games*, (Longman, 1998), p.4

According to Guy Cook in his book “Games are vehicles for competition and collaboration, and as such they a very similar social function to the language play. Game is conceived as ways of exercising and stretching each player’s theory of mind to the limits”. Game can be trained students’ cooperation and solidarity so that student more receptive and esteeming of other opinion which often emerge in finishing a game.

2. **Kinds of language Game**

there are at least 13 types of game, they are:

a. Picture Games.

Here the use of picture plays a major part. Broadly, they involve comparing and contrasting pictures, considering differences or similarities; considering possible relationships between pictures such as narrative sequences and describing key feature. It is hoped that someone may identify them or represent them in similar way.

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b. Psychology of Games.

It consists of variety of games, which might all lead to a greater awareness of the working of the human mind and senses. This is an area of interest for each person, in which there are much individual variations of opinion and experience. It encourages concentration and language use.

c. Magic Tricks.

Language can sometimes be exemplified in a concise and memorable way through magic tricks. From the point of the language learning, this is marvelous. Magic always attracts attention and invites comments. There is a potentially large occurrence of other languages—the hidden language of the game.

d. Caring and Sharing Games. This game demands and encourages trust and interest in others. There are some difficulties in overcoming the learner’s shyness or reluctance to share personal feelings and experiences with other class members. As a result, their problems in
learning will be known after they have a discussion with their friends.

e. Card and Board Games.

These games have included adaptations of several well-known and well-bred card games and board games. Snakes and ladders and happy families are the examples of these games. A map game (search) is included and also an adaptation of a gift game (present, and rewards and punishment.

f. Story Games.

Story games, by their nature, provide a work for learners to speak and write at length instead of engaging in short exchanges. It is necessary to correct certain errors, and then makes a written or mental note of the errors during the story telling. In order to make the story long, the students should interrupt during the story-telling process done.

g. Sound Games.

Sound effects can create in the listener’s mind an impression of people, places, and action. There is a
demand for the listeners to contribute through the imagination. This inevitably leads to individual interpretations, and individual interpretations lead to a need to exchange points of view and to express opinions and ideas.

h. Word Games.

These games are initially focused on the word rather than the sentence such as spelling game (as, for example, in Dash it and Hang it), meaning game (as in Definitions or The oddman out), Simon Says Game related total physical Respond and consist of a series of rapid commands which students follow only when the commands words Simon Says. Simon Says is game which can make fun in learning vocabulary process and can help both native and foreign speaker of English build their English vocabulary skill. However, The aim of this game is to make students be able to identify words covering its spelling and meaning.
i. True /False Games.

This is one of the great families of games. Essentially, some one makes a statement, which is either true or false. The game is to decide which the correct one is.

j. Memory Games.

Essentially, these games challenge the player’s ability to remember.

Surprisingly, perhaps, this simple basic challenge can lead to many games and variations. The inevitable subject differentiates between what players remember in the discussion, in which opinions and information are exchanged.

k. Question and Answer Games.

Question and answer games are designed to context in which the learners want to ask questions in order to find something out. The example of question and answer games is general knowledge quiz.

l. Guessing and Speculating Games.

Essentially, in guessing and speculating games, someone knows something and the other must find out what it is.
They are all based on simple ideas. It is possible to play many of them by making short unconnected guesses. Played in this way, the games are useful for the less sophisticated learner and/or learners whose English is limited.

m. Miscellaneous games

These games consist of fortuneteller game, what is his pocket game, and predicaments that mostly invite students’ intuitions.\(^\text{17}\)

C. Simon Says Games

1. Definition of Simon Says game

According to Steven J. Molinsky and Bill Bliss, Simon Says is the way of teaching preposition and associated vocabulary is related to total physical Response and consists of a series of rapid commands which students follow only when the command when the words Simon Says.\(^\text{18}\)

\(^{17}\) Andrew Wright, David Betteridge and Michael Buckby *Games for Language Learning*, (Cambridge: Cambridge University press, 1979), p.211

Through “Simon Says” game, the teacher introduces the vocabulary needed, and the students carry out the action; in duo course the students may take over the ordering role. They are reacting to the new vocabulary with physical movements.

They are doing something that will help them to remember. Even in all variation of “simon says” the students can be required to make active, meaningful use of new vocabulary immediately.

2. History of Simon Say game

There are two version of History of Simon says game, such as: the first version is based on the background of “Simon’s character”. Simon’s name appears in the theme park show “Let’s Have a Ball”, in what Disney World’s Magic Kingdom theme park. The show officially opened October 1, 2006. During the show, guests are invited to play fun, themed party games, as instructed by the hostess Lady Lucinda. Her assistant, Simon, ultimately persuade his boss to let him teach the guests how to play his new game: Simon
Says. The game is a success and is added to the official list of “Happily Ever After Party Games”\(^19\)

The second version is when Simon the Monfort captured king Henry III at the English town of Lewes. For the next year, any order Henry III gave could have been countermanded by the Monfort. The situation can to an end the following year when Henry’s son Princes Edward took Simon’s castle by force and used his flags as a means to surprise Simon forces in 1265.

When “Simon Says” is the name of a Swedish progressive-rock band that released three albums. It also the name of Californian Metal band featured on the beerfest and varsity Blues Soundtrack, for which they received a gold record. It is as well the name of dance music Moroccan act that had a local smash hit entitled “Karima”.\(^{20}\)

3. “Simon Says” Theory

A game is an activity with rules, a good and an element of fun. According to oxford, a game is an activity or

\(^{19}\) http://wikipedia.org/simon-says
\(^{20}\) http://wikipedia.org/simon-says
sport with rules in which rules or teams compete against each other.

There are two kinds of games:

a. Competitive games, in which players or teams race to be the first to reach the goal.

b. Co-operative games, in which players or teams work together towards a common goal.\(^\text{21}\)

The inclusion of game as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end.

The games in this section focus on particular points of grammar and give the learners the opportunity to experience the language in use contexts that are meaningful enjoyable, and to practice using them over and over again. This helps the learners to understand, to remember, to re-use the language and later.

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.

Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong Solitaire).

Where games are often characterized by their tools, they are often defined by their rules are subject to variations and changes, enough change in the rules usually results in a “new” game. For instance, baseball can be played with “real” baseball. However, if the players decide to play with only there bases, they are arguably playing a different game.

Simon says is a game for three or more players (most often children), one of the people is “if” –i.e, Simon. The others must do what Simon tells them to do when asked with a phrase beginning with “Simon Says”. If Simon says “Simon says jump”, the players must jump (players that do not jump are out). However, if Simon says simply “jump”, without first saying “Simon says”. Players do not jump,
those may matters here. It’s Simon’s task to try to get everyone out as quickly as possible, and it’s everyone else’s job to stay “in” for as long as possible. The last of Simon’s followers to stay in wins (although the game is not always played all the way through).

It’s considered cheating to give impossible commands (“Simon say ‘lift your left leg’. Simon says ‘lift your right leg’. Simon did not say ‘put your left leg’. Simon says ‘lift your right leg’. Simon did not say ‘put your left leg down’!,”) or phrase me commands in such a way that the other player has no option but to ‘go out’ (“Simon says ‘jump up’. Come down”). In other version we may have the students get in a line across the room, or stand by their chairs, with the person who is “It” facing them. You may “want to take the part of “It” yourself for the first few rounds. “It” says, “Simon says, ‘Stand on your right foot’” (or any other appropriate action). The students must obey Simon commands not preceded by ‘Simon says....” must no obeyed. The point of the game is to trick players into performing actions not commanded by Simon. Whoever is
first caught performing at the time becomes “it” for the next game.22

In “Simon says” game, there is one version which is simpler than the usual of “Simon says” game. It is called Small-Scale Simon. This game can be played sitting, with smaller-size actions such as nodding and shaking the head, raising eyebrows, winking, smiling and frowning, clapping and clicking lingers, raising heads, pointing, touching your chair, etc.

This small version of “Simon Says” is also good for involving students whose sense of dignity will not permit them to jump around the room. You might work a variation of a chain drill here, where each student must perform someone else’s command and then, in turn, command someone else.

4. Imperative sentence in “Simon say” game

Imperative sentence is a command sentence which consist of request sentences, invocation etc.23

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23 Mas’ud, Fuad, Essential of English Grammar a Practice guide (Yogyakarta:BPFE,20017),P.6
On imperative sentence the subject is a second person or you (which is considered understood and not mentioned anymore) usually is added the word please which is lid on first or last sentence. On written form imperative sentences used to remark with exclamatory and used verb 1.

Example:

1. Please open the door!
2. Sit down please!
3. Keep silent!
4. Please help me!
5. Tell him to come here

Negative imperative sentence is formed by adding the word: Don’t. Example:

1. Don’t close the door!
2. Please don’t turn off the light!
3. Don’t open the window!

If on imperative sentence is not found the verb, should be attached with: Be. Example:

1. Be quite!
2. Be an Honest man!
3. Be a Doctor!

4. Be on time!

   While on negative sentence should be attached with: Don’t be. Example:

1. Don’t be Lazy!

2. Don’t be Corruptor!

3. Don’t be shy!

4. Don’t be Late!

   Some certainties to show a request on indirect sentence:

1. Using Verb 1

2. Add the word please to say request politely

3. Using not + to infinitive for imperative or prohibition sentences.

   An in direct sentence will be by the words: told, ordered commanded: while request characteristic will be the word: asked. Example:

   a. DS: He asked me, ‘open the window!’

      IS: He asked me to open the window.

   b. DS: He told me, ‘write quickly!’
IS: He told me *to write* quickly.

c. DS: She asked me, ‘Don’t open the door!’

   IS : She asked me *not to open* the door.

d. DS : She told me, ‘Don’t write quickly!’

   IS : She told me *not to write* quickly.

e. DS : He asked me, ‘take my bag!’

   IS : He asked me *to take his* bag.

5. **Procedur of teaching vocabulary through Simon Says game**

   This game is very interesting and may stimulate the activity of the students in the class, According to Andrew Wright, David Betteridge and Michael Buckby the procedure of Simon Say game

1. anything Simon Says that they should do, they must do exactly, but anything said without Simon’s name should not be obeyed. For example: Teacher: *Simon Says, stand up!* (All the learners stand up),

   *Simon Says, sit down!* (All the learners sit down)

   *Stand up!* (The learners should remain seated because the order wasn’t given by Simon).
2. The usual rules require a player to drop out the game if he or she does the action when the order was not preceded by Simon says. However, these are the learners who need most practice in listening, so ask them to continue playing but to remember how many mistakes they made and to try to do better next time.

3. Once the game is familiar, invite learners to take over the role of Simon (i.e. your role) either with the class as a whole or in pair work.24

D. Previous Study


   The method in this research is Classroom Action Research. Based on the research finding and analysis, the result shows that there are significant differences of students’ building in class. The results of this research are: (1) “Simon Says” game can improve the students’ Vocabulary mastery, (2) using

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24 Andrew Wright, David Betteridge and Michael Buckby, Games for Language Learning 3rd Ed, (Cambridge: Cambridge University press, 2006), p.120
“Simon Says” game by adopting Classroom Action Research can easily see and analyze the students’ vocabulary mastery, (3) better using “Simon Says” game to developing students’ ability in vocabulary mastery.

2. Hadijatus Sholihah (05232998). Improving Students’ Vocabulary Mastery Through Board Games.

In this research, the writer used true-experimental method which has experiment and control group, and has both pre and post-test, the population is the second grade students of SMP N 1 Ciruas. The research showed that improving students’ vocabulary mastery through board games would be better and more effective than without use board games.

This research may be similar those two research but it also has a difference that is, in the first previous study both Teaching Vocabulary Through “Simon Says” and use Classroom Action Research method. While in the second previous study both using Board Games Improving Students’ Vocabulary Mastery and use true-experimental method

The distinction between the writers study and the previous studies is the writers method is quasi-experiment
which has both pre-tests and post-test, experimental and control groups, and not random assignment of subject. This research tries to improve students’ vocabulary mastery through Simon Says game, it’s can be used create more interesting activity in the learning process. Students then have time to work independently to feel in there Simon Says game. Simon Says game is one of strategy of teaching which can give positive effect on students’ vocabulary.

E. Hypothesis

The hypothesis of the writer research is stated as follows:

1. \( H_a : t_o > t_t \) = it means there is effectiveness of using Simon Say game on teaching vocabulary.

2. \( H_a : t_o < t_t \) = it means there is no effectiveness of using Simon Says game on teaching vocabulary.