

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the collection of words that an individual knows.¹ David Wilkins stated that vocabulary helps one to express what they want to say, unlike grammar that will not help one to express what they want to say.² Vocabulary seems to be very important, it can make one able to convey his ideas and thoughts although his grammar is not good enough.

Sue Hackman (2008 : 3) stated that vocabulary is more than list of words, although the size of one's vocabulary matters, it's knowing how to use it which matters most.³ The students cannot understand what they read without understanding what most of the words mean.

In other definition, vocabulary is the words used in particular language or activity or known to a person or a list of word and their meaning.⁴ The language users have to know and comprehend the meaning. In addition, its comes from receptive and productive forms.

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw-Hill Companies, Inc, 2005), 121.

² Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, 2002), 13.

³ Sue Hackman, "Teaching Effective Vocabulary", *The Department for Children, Schools and Families*, (March, 2008), 3, <http://teachernet.gov.uk/publications>.

⁴ Charlotte Buxton, *Oxford English Dictionary*, (Washington DC: Oxford University Press, 2013), 55.

The receptive vocabulary includes that one recognizes when one hears or see them, while the productive vocabulary includes words that one speaks or writes.⁵ Vocabulary has a very important role as a tool of communication in society.⁶

From the definition above, the researcher conclude that vocabulary is the important things that make us understand what they say, what they means, and we can communication with many people well. The students can understand what they learn, what they read if their have a lot of vocabulary, especially in reading or learning Foreign Language.

2. Types of Vocabulary

Vocabulary includes a various type that must be known. They are as follows:⁷

1) Language Corpora

One of the reason we are able to make statement about vocabulary with considerably more confidence than before it because of the work of lexicographers and other researcher who are able to analyze large banks of language data stored in computers.

From a corpus of millions of word the computers can now give

⁵ Nurmala Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya", *Loquen: English Studies Journal*, Vol. 12, No. 1, (January-June, 2019), 59.

⁶ Reni Raudatul Munawaroh, "Improving Students' Vocabulary Through Make a Match Method at Class VIII of MTs Al-Khairiyah Kubangsari", *Loquen: English Studies Journal*, Vol. 10, No. 1, (January-June, 2017), 58.

⁷ Jeremy Harmer, *The Practice of English Language Teaching...*, 16–22.

quick accurate information about how often words reused and in what linguistics context.

2) Word Meaning

The least of problematic issue of vocabulary is that it deals its meaning. The meaning of word is often related to other words. For example, we explain the meaning of “full” by saying that it is the opposite of “empty” we understand that “cheap” is the opposite of “expensive”.

3) Extending Word Use

Word do not just have different meaning. They can also be stretched and twisted to fit different context and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else.

4) Word Combination

Although word can appear as single items which are combined in a sentence, they can also occur in two-or-more item groups. They often combine with each other in ways which competent speakers of the language recognize instantly, but which

others often find strange. The kinds of word which live together in one language are often completely different from the kinds of word which live together in another. Word combinations have become the subject of intense interest in the recent past, in part spurred on by discoveries from language corpora.

5) The Grammar of Words

A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of words classes or parts of speech such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a words part of speech, we know what other words it can occur within a phrase or sentence and where it can be put synthetically. Within word classes there are a number of restriction. Knowledge of these allows competent speakers to produce well formed sentences.

The researcher choose the grammar of words from four of types of vocabulary because this vocabulary include the grammar of words and the word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Often too we teach children words in the new language by

showing them objects that they can see and touch, and that have single words labels in the first language. And the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

3. Difficulties in Teaching Vocabulary

In Indonesia, English is regarded as a foreign language. Learning English is so difficult for Indonesian people that English and Indonesian language are so different. Most English teachers in Indonesia find several obstacles in teaching English. Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language such as pronunciation, spelling, length and complexity, grammar, meaning, and idiomatically.⁸

Pronunciation, the difference of pronouncing the words in the language which is learned and the native language will make the students find difficulty in learning it.⁹ The sound of /ð/ for the and /θ/ for think do not exist in Bahasa. Therefore, the English language learners in Indonesia will find difficulties in learning new vocabularies that pronounce that way.

Spelling, in English there are some words that are not pronounced

⁸ Thornbury, *How to Teach Vocabulary*, 27.

⁹ Thornbury, *How to Teach Vocabulary*, 27.

but exist in the written form. For example, the word “climb” and “foreign.”¹⁰ Even in the word “climb” there is “b” at the end of the word, but it is not pronounced. The same way in the word “foreign”, even there is “g” before “n”, but it is not pronounced. The English language learners will get confused since in Indonesia there are no words that are not pronounced. All the letters must be pronounced in Indonesia, there are no voiceless or silent letters.

Length and complexity, the longer the new words that are taught, the harder the learners try to understand it. In English, there are words that have the stress in different parts of the words necessary and necessarily.¹¹ In Bahasa, there are no words that have stress, we can put the stress, in the beginning, middle, or even the end of the word. It does not matter as long as the words exist in Bahasa.

Grammar is also one of the problems for the learners since it is so different to the first language which is possessed by the learners.¹² There are 16 tenses in English grammar while in Bahasa there are no tenses at all. It will make the language learners find problems in learning the language. The speaker just needs to add the adverb of time in the beginning or at the end of the sentence in Bahasa. Meanwhile, in English, the speaker needs to change the verb in order to give a different

¹⁰ Thornbury, *How to Teach Vocabulary*, 27.

¹¹ Thornbury, *How to Teach Vocabulary*, 27.

¹² Thornbury, *How to Teach Vocabulary*, 28.

clue of time. Meaning, in English, there are some words that have similar meaning but they are completely different words, for example, “make” and “do”, such as in the sentences “you make an appointment” and “you do the homework”.¹³ For Indonesian learners, it is problematic since they need to translate all the sentence word by word. Once they meet the words that are different but the meanings are the same, they will get confused. Most learners tend to remember one word as a meaning of certain things. Meanwhile, in English, there is the synonym of the word that exists but the learners do not know it.

Idiomatic, some expressions are not explicitly stated the meaning of them. The content of the expressions is completely different that it cannot be read once to get the meaning.¹⁴ As language learners, they usually translate word by word in order to get the meaning of a sentence. Meanwhile, even they have already translated word by word they will not get the meaning idiomatic expressions. This is confusing the learners since they only know the meaning of the expressions explicitly not implicitly.

Based on the explanations above it can be concluded that teaching English vocabulary will be so difficult since English and Indonesian language are completely different. The learners will face difficulty to learn English, the same way the teacher will find an obstacle in teaching

¹³ Thornbury, *How to Teach Vocabulary*, 28.

¹⁴ Thornbury, *How to Teach Vocabulary*, 28.

them. As an English teacher, this obstacle should be faced in order to meet the successful learning outcome. A good teacher will never give up even if there are so many obstacles that will be faced.

4. Vocabulary Learning and Retention

The ability to keep vocabulary that has been owned and recalled it after a long time to use in language contexts is known as vocabulary retention. Vocabulary retention is an important component in learning English as a foreign language. Learning vocabulary is not easy because when learners trying to learn a foreign language, most of them have the same complaint, such as they feel that they are not good at memorizing. Learning vocabulary can be daunting for learners. In The ability to keep vocabulary that has been owned and recalled it after a long time to use in language contexts is known as vocabulary retention. In vocabulary learning, language learners have a tough problem remembering the large amounts of vocabulary.

Scott Thornbury stated that a prosperous vocabulary learning concerns more than simply clenching some words into your memory for a few seconds, but how long the words are staying in your memory.¹⁵ A case which baffles the language learners is the fact that they cannot recall the vocabulary items they have memorized. In order to have

¹⁵ Thornbury, *How to Teach Vocabulary*, 23.

vocabulary retention, learners have to make a conscious effort on the part of the learner to link the word with meaning.

5. Technology in Teaching Vocabulary

Retrieving vocabulary is hard because the learners have limited vocabulary knowledge and the teacher teach vocabulary without meaningful way. The possible answer to the issue is implementing teaching vocabulary learning strategies for vocabulary retention. The use of vocabulary learning strategies is the best way, if the learner wants to learn new vocabulary items easily and for a longer period of time. One of the strategy is using technology.

Technology is increasingly being used in the classroom for instruction. As schools move forward into the digital age it is appropriate that educators incorporate technology into their classrooms wherever possible. This includes vocabulary instruction. Technology allows students to improve their literacy skills, use vocabulary strategies, and increase their content knowledge. Students who do not have a clear understanding of the vocabulary terms that they read in the science classroom may have difficulty with content.¹⁶ By using vocabulary strategies that include inquiry, teachers can help students

¹⁶ Edyth Young, "The Language of Science, The language of Students: Bridging the Gap with Engaged Learning Vocabulary Strategies", *Journal Science Activities*, Vol. 42, No. 2, (August, 2010), 14.

make better connections between the vocabulary words that they read and their real-world definitions.¹⁷ There are many varieties of technology to use, and it is reasonable for teachers to use online media applications as technology-based instructional strategies in the classroom.¹⁸ Technology can be flexible enough to differentiate instruction based on student need and interest.

B. Kahoot

1. Definition of Kahoot

Kahoot is a game-based learning platform. The game is free for both teachers and students, and simply requires a multimedia tool to participate.¹⁹ A smartphone, laptop, or Chromebook works for running the Kahoot website. Teachers can create quizzes using multiple choice questions presented in a game-based format to students. The quizzes contain questions that have up to four possible choices, and questions can obtain various multimedia contents such as pictures or videos.²⁰ The students join the game via a specific generated game PIN and are able to create their own nicknames to be displayed on the game screen (see

¹⁷ Edyth Young, “The Language of Science, The language of Students: Bridging the Gap with Engaged Learning Vocabulary Strategies”, 14.

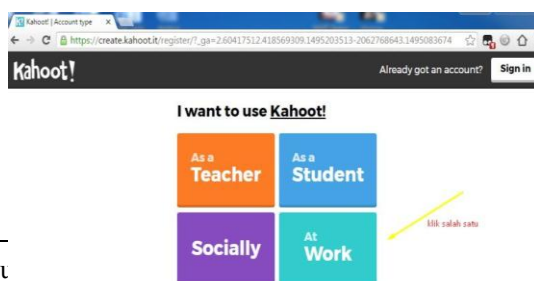
¹⁸ Hsiu-Ting Hung and Steve Chi-Yin Yuen, “Educational Use of Social Networking Technology in Higher Education”, *Teaching in Higher Education*, Vol. 15, No. 6, (December, 2010), 705.

¹⁹ Del Siegle, “Technology: Learning Can Be Fun and Games”, *SAGE Journals*, Vol. 38, No. 3, (June, 2015), 192.

²⁰ Del Siegle, “Technology: Learning Can Be Fun and Games”, 192.

picture 1.2). If a name is inappropriate for school use the teacher can simply click on the name and the student is kicked out of the game.

Kahoot is a relatively new online tool and as a result there is limited research on the effect of Kahoot in the classroom, and a lack of evidence for its effectiveness as a tool to teach content vocabulary. Kahoot does fall into the category of an online game, and, there are, however, numerous studies about the effectiveness of using other online games to teach content vocabulary.²¹ Online games is magnificent tool in this decade, and people consider this as a major device to communicate.²² Games are able to help the students use and practice the target language being learned in relaxed way. Games are also highly motivating since they are amusing and interesting.²³



²¹ SuHua Hu
Reveals Vocabulary
(January, 2015), 4.

²² Kheryadi,
Teaching”, *Loquen: English Studies Journal*, vol. 10, no. 2, (July-December, 2017), 1.

²³ Kheryadi, “Improving Students’ Writing Narrative Through Writing Games for Acceleration Class”, *EduLite: Journal of English Education, Literature, and Culture*, Vol. 2, No. 2, (August, 2017), 382.

ocabulary Through Technology
Psychology, Vol. 36, No. 1,

Media of English Language

Picture 1.1 Kahoot’s User Options Page From Pc and Mobile Phone
(Source: Kahoot! Team, 2016).



Picture 1.2 Kahoot’s Game PIN Page From Pc and Mobile Phone
(Source: Kahoot! Team, 2016).

2. Step of Using Kahoot Games

Here are the simple steps of creating and using Kahoot! in the classroom:²⁴

- 1) Open Kahoot! website: kahoot.com and sign up to get an account.
- 2) Log in to *create.kahoot.it*.

Once the log in successful then find and click Quiz, Jumble, Discussion or Survey to create a fun learning game, made from a

²⁴ Kahoot! Team, “Getting Started with Kahoot!”, (2016), Accessed in May 23rd 2019. Retrieved from Kahoot.com:
https://files.getkahoot.com/academy/Kahoot_Academy_Getting_Started_Guide_2nd_Ed_June_20_16.pdf

series of multiple choice questions. Quiz is the most commonly used format as it includes timed responses and a points system creating a competitive atmosphere. Survey is similar format with Quiz however it does not use points. Discussion format is actually identical with Survey format, but it only consists of one question. This can be used to ignite discussion and debates at the beginning or the middle of a study session. And lastly, Jumble, come with a twist by challenging participants to place answers in the correct order rather than selecting one correct answer.

3) Add a description, tags and cover image

Adding a good description helps to define learning objectives for the game and keep it focused.

4) Create the learning game by adding questions, answers and imagery

Follow the instructions on-screen to add questions, answers, images and video clips. It is also very flexible for educators to adjust the Kahoot! using different timer and points settings or setting multiple correct answers.

5) Launch the game so participants can join

Once the game is done, click the play button. Change the game options according to preferences, and then click Classic to play with one device per person, or Team Mode to play with one device per team. A unique game PIN will be displayed at the top of the screen.

Participants go to kahoot.it and enter the Game PIN, then enter their nickname.

6) Play the Kahoot!

Click “Start” once all the participants’ nicknames are visible on the waiting screen.

3. Advantages of Kahoot Games

The advantages of using Kahoot Games Application are as follows:²⁵

1) Free.

There is no cost for creating, playing and sharing Kahoot! The teachers and students can use this application at any time without having to think about the costs that must be paid.

2) The application easily fits to a wide range of learning environments.

In addition to be used in the classroom. Kahoot can also be used at home. The teacher can also give homework to students by using kahoot.

3) It presents a fun and challenging way to engage modern learners into learning.

Kahoot has a specific sound that can make the teachers and students enjoy. The teacher can add simple video or pictures into

²⁵ Grace Nathania Clara Sabandar, “Kahoot!: Bring the Fun into the Classroom”, *Indonesian Journal of Informatics Education*, Vol. 2, No. 2, (December, 2018), 129.

the quiz. So, the class atmosphere is more attractive.

- 4) The quiz game can be done not only individually but also in teams.

Teachers do not need to worry because kahoot can be used in groups or individually.

4. Disadvantages of Kahoot Games

The disadvantages are 'Kahoot' requires:²⁶

- 1) Internet connection.

We must have a good wifi connection to use it. Not all parts of Indonesia own adequate internet connection, and this will have obtained the use of the application.

- 2) There are limits of character use for the questions.

However, this can be avoided by screenshotting the lengthy questions and posting it as a picture instead.

²⁶ Grace Nathania Clara Sabandar, "Kahoot!: Bring the Fun into the Classroom", *Indonesian Journal of Informatics Education*, 132-133.