CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses some theories used in this study. It is divided into three main categories namely: theoretical description, previous studies, and theoretical framework.

2.1 Theoretical Description

This section describes the theories that deal with the theories about vocabulary, teaching vocabulary and the nature of homophone.

2.1.1 The nature of vocabulary

Hiebert and Kamil (2005,3) states that vocabulary is the knowledge of meanings of words. Richard and Schmidt (2002: 580) argue that vocabulary is a set of lexemes, including single words, compound words and idiom. According to Krashen and Terrell in Nunan’s book ‘’ the status of vocabulary has been considerably enhanced. This is come about partly as a result of development of communicative approach in language teaching. On the other word, vocabulary become one of the objects of research in methodology and become a result of the development of communicative approach.

Hatch and Brown (1995) vocabulary refers to a list or set of words for a particular language or words that individual speaker of language might use. On the other word, vocabulary is a word that is always used by someone. Without it, a person can not to communication as well because there is no word they produce.

According to Hackman (2008, 3) vocabulary is more than a list of words, and although the size of one’s vocabulary matters, it knows how to use it which matters most. It means, the role of vocabulary is very crucial. It does not only convey the words literally, but it also conveys the meaning contextually.

Meanwhile, Hiebert&Kamil (2005, 14) write that vocabulary is set of words for which an individual can assign meaning when listening or reading. On other word, vocabulary is set of words that used by someone to have communication while listening or reading something.

Harmer (2001,4) states that vocabulary is one of the most obvious components of language and one of first things applied linguistics turned their attention. On the other hand, Vocabulary is the stock of words used by people or particular uses or person, or a list of
collection of the word of a language, book, author and branch of science or the like, in alphabetical order and defined.

From the definition above it can be conclude that vocabulary is all about words use in particular language.

2.1.2 Teaching and Learning Vocabulary

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002:2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

The teaching of vocabulary is not easy to do. Some people think that teaching vocabulary only wastes the time because vocabulary words are unlimited. The English teachers should teach English vocabulary first and then other aspects of language skills, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Moreover, it will help the students to create sentence or even be able to communicate with others.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration
   The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation
   The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery
The students can be encouraged to understand new language form by discovering them in a test or by looking for at grammatical evidence in order to work out grammar rule.

d. Check question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children for learning vocabulary:

a. Teachers can model how to use strategies and draw children’s attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.

b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.

e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

a. Allocate specific class time to vocabulary learning.

b. Help students to learn vocabulary in context.
c. Play down the role of bilingual dictionaries.

d. Encourage students to develop strategies for determining the meaning of words.

e. Engaged in “unplanned” vocabulary teaching.

2.1.3 Assessing Vocabulary

The assessment is part of our research study in finding the object of data. Many of the traditional vocabulary tests were also objective as far as their making was concerned. Johnson and Johnson (2002: 6) state assessment is collecting information about the quality or quantity of a change in a student, group, teacher or administrator. The purposes for assessing maybe to diagnose students’ present level of knowledge and skills; monitor toward learning goals to help form the instructional program and provide data to judge the final level of students’ learning. Furthermore, assessment is an ongoing process that encompasses a much wider domain. According to Brown (2004: 4), he states that whenever a student responds to a question, makes offers a comment, or tries out a new word or structure, the teacher subconsciously an assessment of the student’s performance.

Moreover, there are two assessments which are informal and formal assessment. Brown (2004: 5). Informal assessment can take a number of forms, starting which incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. In the other hand, formal assessments are exercises or procedures specific planned sampling technique constructed to give teacher and students an appraisal of students achievement. All of tests are formal assessment, but not all of formal assessment is testing.

Dudley-Evans and John (2009:210) states that assessing is a process of measuring, and one formal method of measuring test. It can be done by carrying out a series of test during teaching learning process, as a good teacher never ceases to assess students.

Assessment can be for feedback to aid learning and for comparable competence. There are two functions of an assessment, formative and summative test, Brown (2004: 6). Formative test is evaluating students in the process of “forming” their competencies and skill with the goal of helping them to continue that growth process. Summative test aim to measure or summarize what students have grasped, and typically occurs at the end of a course or unit instruction.

Bachman and palmer (1996:17) proposed that assessing vocabulary, the teacher need to know that language ability not only include knowledge but also performance. Since the vocabulary is knowledge and language performance. It is the ability to comprehend the
words; comprehension included the ability to know the meaning of words and to memorize the word better.

In this learning process, assessment is used to measure student’s achievement toward the material that has been taught and how far the students grasp the material during teaching and learning process by giving a test. The test is administered on every section along investigation. In relation to this study, the researcher used objective test and productive test to measuring the student’s vocabulary. Objective test (multiple choice items) assesses students’ passive vocabulary, and productive test is applied to measure students’ active vocabulary. In this test the students should choose one the right answer of the four alternative answers provided in the test. There are several kinds of test that will be used in this class action study such as, multiple-choice test, fill the blank and matching words. Meanwhile, in productive test related to this research the students should to think of another related word that begins with the last letter of the word on the board and link that word onto the word on the board in stair fashion. The kind of this test is expected to change students’ learning behavior and motivation especially in mastering vocabulary in English. Besides, some conventional techniques used by some teachers could lead to boredom for the students when they are learning in the subject.

2.1.4 Homophone

Homo means same and phone means sound, so the word homophone literally means same sound. Homophones are two or more words that sound alike but that are spelled differently and have different meanings. Set of homophone include billed and built, peace and piece (Rippel, 2010: 9).

According to etymology, homophone is taken from the Greek word, “homos” meaning “same”. “phone” meaning “voice” or “sound” (Turnball: 2009). So homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spelling. Homophone is the words have identical pronunciation but be different words with different meaning (Akmajian, 1995:225).

2.1.5 Homophone Games

Homophone Game is a word in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with
anotherally nonsensical) pair of words, then reads the newly created sentence out loud. The object of the game is for the other players to deduce what the original homophone pair (Rippel: 2010)

British Council argues that Homophone Game is a natural follow on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write.

The Homophone Games help students recognize homophones and their everyday occurrences in the English language. When tutoring or in-class work on homophones doesn't seem enough, try out a few different games for a fun yet educative approach to learning homophones (Jansov: 2010).

Based on the explanation above, homophone games are games that used to help students in knowing some new words with homophone words. There are some types of homophone games that could have the students in learning vocabulary. They are homophone cards, homophone bingo, and homophone puzzle, homophone filling the blank, homophone matching, and tongue twister.

There are some steps of homophone games in its implementation they are:

1. Before giving the games, the teacher will explain to the students that homophones are two words that sound alike, but have different meanings, like "two" (the number between one and three) and "too" (another way of saying as well).
2. Students will be divided into small group that consist of 3 or 4 members. Every group has a leader who will choose the first player from his/her member.
3. The teacher will ask the students or first players to stand on a chair facing the board (about 3 or 4 meters)
4. The teacher will write the blank sentences and choices of homophone words e.g. fill in the blanks with the correct word: a. road, b. rode, c. two, d. to.
5. 1. I ________ an elephant at the circus last week
    2. Mom, may I go ________ the market
    3. Sue was lost and didn’t know which ________ to take
    4. I have ________ pens
6. The first player will run up to the board to answer the question by pronouncing.
7. The first player will be change by the second player until all the members will get chance.
8. The teacher will give the point for the group who can answer the question truly.
9. The winner is the highest point.

2.2 Previous Studies
The previous studies from some researchers used the same strategies in improving student’s vocabulary.

The first is Rahayuningsih (2013) entitled improving student’s vocabulary through talking stick. She conducted the research at Junior High Senior. In her research she found that the uses of talking stick can improve student’s mastery in vocabulary. The objective of her research is to identify the improvement of student’s vocabulary through talking stick. The result of the test showed improvement in the second cycle.

The second is Prames Ayuningtyas (2008) entitled improving students vocabulary through listening to song. The research was conducted at Vocational High School, she found that listening song can improve the student’s vocabulary. The objective of her research is to see how the implementation of teaching English using song is in improving the student’s ability to mastery English vocabulary in listening class. The result of the test showed improvement in the second cycle.

The third is Neaty Muttahidah (2011) entitled improving student’s vocabulary through vocabulary card. She conducted the research at MTs, she found that vocabulary card can improve the student’s vocabulary. The objective of the research is how the vocabulary card can improve the student’s vocabulary. The result of the test showed improvement in the second cycle.

The last is I Made Sukrisna (2013) entitled improving vocabulary mastery through linking words game. He conducted the research at Elementary School. He found that linking words game can improve the students’ vocabulary. The objective of his research is to find out the effectiveness of linking words game to be applied in improving the English vocabulary mastery of fifth grade students. The result of the test was improve but, not really significant.

From the previous studies, the researcher found there were some techniques used to improve students’ vocabulary. They were talking stick, song, cards and linking words games. Those techniques are proven effective to improve the mastery of students’ vocabulary. But, there is none of them using homophone games. It is an interesting games, not only it practices or enriches students’ vocabulary, but it also can make the students aware with how to pronounce it. Thus, this research is done to know how far the improvement of students’
vocabulary by using homophone games through classroom action research with the purpose the problems found during the research can be solve effectively.

2.3 Conceptual Framework

In English Language Teaching, there are several components that need to be learnt by the students. They are speaking, listening, reading, writing, pronunciation, vocabulary and grammar. This research focuses on the vocabulary because it is considered to be the main component of language learning. Without vocabulary, people cannot convey what they want to express.

There are some ways or techniques in teaching vocabulary such as: demonstration, explanation, discovery, check question, and presentation. All of the ways can help the teacher to teach vocabulary. Beside, the technique in teaching vocabulary there are also the general principle to help students for learning vocabulary, such as; a. teacher become a model in the class, it means teacher can model how to use strategy and draw students’ attention explicitly to aspect of strategy use. B. the teacher can teach sub skill needed to make use of strategy. C. classroom task include structured opportunity for using strategies. D. independent strategy used can be rehearsed in the classroom. E. the students can be helped to reflect on learning process through evaluating their achievement.

To make the teaching and learning vocabulary runs well, and make the students interesting and feel fun in their learning, the researcher used games as the technique to help students improve their vocabulary mastery. The games that the researcher chose is homophone games. Homophone games is a games that consist of some homophone words that used to help the students in learning vocabulary, there are so many games of homophone games such as, puzzle, matching, tongue twisters, homophone card and so on. All of the games can use to teach homophone games to help the students improve their vocabulary mastery.

In conclusion, homophone games is effective to set the students improved on their vocabulary. Homophone games can help students to memorize the vocabulary words and understand the new vocabulary words that they got from learning vocabulary through homophone games.
Figure: 2.1 Conceptual Framework