CHAPTER II
THEORETICAL BASE

There are four points in this chapter that will be going to discuss, there are consists of the conceptual of vocabulary, what the game is, the concept of whispering game, and learning vocabulary through whispering game and the hypothesis of this research.

2.1 Conceptual of Vocabulary

Vocabulary is all the words in a language that people knows, the list of words with their meaning (Oxford learner pocket dictionary, 2005: 482). Brodly (2003:1) state that vocabulary is knowledge of words and their meaning.

By the explanation above, I can conclude that vocabulary is knowledge of the words which completed with the meaning.

Becher (in Ntau: 2010) emphasize that vocabulary is very important to be mastered by students in learning language academically, because by have vocabularies they will master language skill. Beside important to the students, the teacher also need to mastered vocabulary very much. Both of students and teacher will use vocabulary in their activity. Like, when they communicate with others; vocabulary also can help people to make sentences.

According to Wiley and Sons (2007:10) there are some classifications of English vocabulary. They are called the eight parts of speech. There are follows:
a. Noun refers to name of a person, place, thing, or idea:
People. For instance: farmer, mechanic, father, Professor Haskins, editors, Marcia.
Then Places are like ocean, Canada, porch, Spain, classroom. And Thing, for examples scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

b. Pronoun takes the place of a noun. For examples below:

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Object:</th>
<th>Possessive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I we you you</td>
<td>me us you you</td>
<td>mine ours yours</td>
</tr>
<tr>
<td>he/she/it they</td>
<td>him/her/it them</td>
<td>yours yours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>his/hers their</td>
</tr>
</tbody>
</table>

c. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. Such as good, bad, pretty, clever, etc.

d. An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much". For example quickly, loudly, here, strongly, etc.

e. A verb expresses action, or a state of being/condition. Such as speak, walk, eat, etc.

f. Preposition are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. For example in, on, over, under, between, by, for, at, with, during, into, among, etc.

g. Conjunctions link words or groups of words: and, but, or, nor, either/or, neither/nor, not only/but also, both/and, etc.
An interjection is a word or group of words used to express strong. For instance Wow! Super!, Oops!, Ouch!, Really!, Ugh!, Whoa!, etc.

It can be concluded that vocabulary is all words that we have. The words can be nouns, pronoun, verbs, adverbs, adjectives, conjunctions, interjection, or prepositions. Those words can be used in daily life, even in social relation or in school situation. In this case, vocabulary is very important to the teachers and students. Vocabulary is the key if we want to communicate with the others, to express our idea and feeling to other people.

In elementary school, the students still difficult to understand what is the teacher talk about and the meaning of the words. It happen because they did not have much vocabulary.

2.2 Concept of Noun

A noun is the name of a person, place, thing, or idea. People: farmer, mechanic, father, Professor Haskins, editors, Marcia; Places: ocean, Canada, porch, Spain, classroom; Things: scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill; Ideas love, inspiration, courage, anxiety, eagerness, happiness (Wiley and Sons, 2007: 10). Based on Childs et al. (1998: 4), noun is Words that name people, places and things.

So that it can be concluded that noun is the name of anything. For example name of people, name of place, name of things or name of idea.

Hartanto et al. (1996: 9-16) state that there are some types of noun itself, here they are:
1. An abstract noun is a noun which names anything which you can not perceive through your five physical senses, and is the opposite of a concrete noun, such as, liberty, love or justice.

2. A concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell.
   a. A common noun is a noun referring to a person, place, or thing in a general sense.
   b. You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing.
   c. A collective noun is a noun naming a group of things, animals, or persons, such as, flock, jury, committee or class.
   d. Material noun is noun that can be consists of some material for production. For examples gold, paint, silver, oil, etc.

3. A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count.

4. A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count, such as, oxygen, furniture or gravel.

I sum up that the kinds of noun is consist of four kinds namely concrete noun, abstract noun, countable noun and uncountable noun. And there are some kinds in concrete noun, like a common noun, proper noun, collective noun and material noun. and some of those noun. Thus, these researches use some of concrete nouns.
2.3 The conceptual of Game

According to Uberman (1998: 20), Games encourage, entertain, teach, and promote fluency and communicative skill. Also, Erzos (2000:1) says that games are motivating and challenging, because games amusing and interesting. Based on Uberman (1998: 20) state that games also give themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

From these statement show that the game is an activity which can use to motivating and give opportunities to people to become brave, entertain and interested.

2.4 The Advantages of Games

Games also have advantages and effectiveness in learning vocabulary in some ways. First, games can make the students become relax and fun, so that the students can understand easily and remember the words. Second, games usually involve friendly competition and they keep learners interested. In this case, these can create the motivation for English learners to get involved and participate actively in the learning activities. Third, games can bring real world context into the classroom, and increase students' use of English in communicative way. (Huyen and Nga, 2003:1)

Based on Kim, 1995: 35 state that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class
2. They are motivating and challenging.
3. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. The games encourage students to interact and communicate with each other.

6. They also create a meaningful context for language use.

On the other words, games has many advantages to use. Specially for used in teaching learning. The games useful for the students because the students can motivated, challenged, have their encourage, and can make the students increase their English knowledge especially vocabulary.

2.5 The Concept of Whispering Game

Whispering game is the game which needs more attention in listening and speaking. Actually to play this game, the students will whisper what they heard. This game will help the students to demonstrate the importance of communicating clearly with other; also by playing this game, the students will able to demonstrate how easy it is to miss exactly what others are saying and discuss what that means for communicating. And automatically, by playing this game, the students can help the students to increase their vocabulary.

2.6 Learning Vocabulary Through Whispering Game

Learning vocabulary is the process of mastering new word to become our own words. Learning vocabulary also is the process of mastering the english words that used in all abilty like speaking, listening, writing, and reading. In fact, for students learning vocabulary was bored and difficult to understand. So that now in the challenge for teacher to make students interesting and love learning vocabulary. In teaching vocabulary, teacher must be creative. The teacher can use
picture, or play games. Then, what I want to emphasize is the teacher use game in learning vocabulary. While, Wright et al. (1984:1) says, “Games also help the teacher to create contexts in which the language is useful and meaningful”. Therefore, the other said that games are useful and meaningful ways for the students and the teacher in teaching learning process.

Beside that, Ayu and Rini (2005:6) explained the purpose of games. They are as follows:

1. For teacher, games can make them easy to give explanation about the lesson and help them to make the class more active.

2. For students, they more easy to understand the material, the lesson for them not bored, help them to remember the material easy and fast, they become active in class, and game can growth up the solidarity and sportsmanship between them.

The statement showed that teaching English actually was interesting if it simple and fun. In this case not easier, but must to have quality with the education.

One of the games which using in this research is whispering game. The purpose of play this game is to introduce some new words to the students of elementary. Here are the steps for playing the game that the students and teacher must remember to do:

a) The teacher explains the activity. The explanations are about what the game is; what the materials which will play; the role of this game.

b) The students will divide into some groups. Then the students in each group will stand in line.
c) While this game playing, the teacher going to whisper the message to the first students in each groups and the first students will whisper the message to the second students and it will happen continuously till the last students.

d) Have the last students say aloud the message that s/he heard. After that, the teacher will compare what the last students heard and the original message.

e) Discussing. It will be why the message has changed; how often the message changed; and what they feel after play this game.

(Howe, 2001: 1)

2.7 Previous Study

The research which using whispering game has been done before by Robot: 2006 in her thesis “Improving students’ listening ability through the application of whispering game”. Actually, her research is to found out whether whispering game can improve students’ listening ability in junior high school or not. In her research, she using complete sentence to measure students’ listening ability.

Additionally, research by Yunus with his title “Maximizing the Students’ Ability in Mastering Possessive Adjectives in Class Viıª Smp Negeri 11 Gorontalo by using Simon Says of Structure Practice Game”. This research was to find out whether simon says can maximize students’ ability in mastering possessive adjective. The object of his research is students in junior high school. In practically, he using simple sentence like “put your hands up!”.

Other research from Hasan’s, the title was the influence of chinese whisper game toward students’ vocabulary development. Her research was to know whether the chine whispering game can improve students’ vocabulary or not. This
research was conducted to the students at MAN Gorontalo in class XIB2. Her research focused to use all pert of speech, even verb, noun, adjective etc.

Likewise with this research, they also use quantitative method. And distinguishing with those researches, I use whispering game to the students’ vocabulary. The object of this research was the third grade of SDN 96 Sipatana. The aim of this research was to find out whether the whispering game can increase students’ vocabulary or not. Also, I focused to use noun in this research.

2.8 Hypothesis

In conducting this research, the hypothesis is whispering game can increase students’ vocabulary.