

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the vocabulary learning in EFL classes, the instructional media, the games in language learning, the methodology of measuring English vocabulary and the related studies.

2.1 Vocabulary Learning in EFL Classes

Vocabulary learning is one of the major challenges that foreign language learners face during the process of learning a language. However, vocabulary is not taught as a particular subject. The teaching of vocabulary is mostly limited to present new items as they appeared in reading or sometimes listening texts. Huyen and Nga (2003) states that vocabulary is taught within lesson of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. Moreover, Harmer (in Aryatna, 2006) also states that for years, vocabulary was seen as an incidental to the main purpose of language teaching, it is frequently not the main focus of learning itself. This indirect teaching of vocabulary assumes that vocabulary expansion will happen during the practice of other language skills.

For many English learners, learning vocabulary means learning or memorizing a list of new words with meanings in their native language without any real context practice. They may even write down lines of new words without any idea of the real use of them in context. That kind of learning vocabulary is not effective. Gnoinska (in Huyen, 2003) states that after a period of time of learning vocabulary in list, many learners may find out that such way of learning vocabulary does not satisfy themselves, and they blame their bad memorization for it. Moreover, Allen and Vallete (in Ka: 8 h,1992) states that learning mastery of vocabulary

through memorization lists of words cannot work well because vocabulary needs to be learned in context or in complete sentence because words carry special connotation. Therefore, the “look and remember” way of vocabulary learning seems to be not very effective for learners of the English language.

Vocabulary as one of the characteristics of written language can be taught within reading session. Brown (2001) suggests vocabulary should be taught as a post reading activity because it promotes learning in a meaningful context. Brown draws the steps of teaching vocabulary within reading session as follows.

1. Before reading: introducing a topic and activating schemata.

This activity was aimed to gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson

2. While Reading: giving students a sense of purpose for reading rather than just reading.

3. After reading: comprehending questions, review, and vocabulary study.

Comprehending questions, review, and vocabulary study at the end of the lesson was a kind of test of the student recall performance and can promote an active thinking process.

In conclusion, vocabulary can be taught within reading activity to promote learning in meaningful context rather than learning vocabulary by memorizing words in isolation.

2.2 Instructional media

Instructional media plays an important role in the teaching and learning process. It helps teacher to facilitate learning or increase the understanding of the materials. According to Heinich et al. (1982), instructional media are defined as series of devices that may help to foster better understanding. Any kinds of media can be used as instructional media as long they can assist teacher. Instructional media encompass all the materials and physical means an instructor or teacher might use to implement instruction and facilitate students' achievement of instructional objectives.

Instructional media may include traditional media such as chalkboards, handouts, charts, slides, overhead projectors, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, or internet. In addition to traditional media, Locatis and Atkinson (1984) state that media in teaching and learning process can also include such things as print, graphics, photography, audio communication, television, computers, as well as simulation and games.

2.2.1 Types of Instructional Media

Media can take many forms or types. According to Heinich et al. (1982), there are three kinds of media, as elaborated follows.

1. Visual media

Visual media is a means or various means which is used by interpreting visual messages accurately to create such messages, e.g. illustration in book, newspaper, billboard and poster, duplicated handouts, and picture

2. Audio media

Audio media is a means or various means of recording and transmitting the human voice and other sounds for instructional purposes, e.g. phonograph or record player, open reel tape recorder, cassette tape recorder, and audio card reader.

3. Audio-visual media

It is the combination of both media, e.g. television, video, sound side combination, multi image systems, variable motion programming, interactive video, multimedia kid, and learning centre.

In addition to Heinich et al., Kemp and Dayton (1985) classify media into printed media, display media, overhead transparencies, audio-tape recording, slide series and

filmstrips, multi-image presentation, video recording and motion picture films, computer-based instruction, and selecting media for specific needs.

To conclude, instructional media in their various forms are very important in the teaching and learning process. If designed and used properly, they can improve learning and help develop positive attitude towards learning.

2.2.3 The Role of Instructional Media

According to Kasbolah (in Christy, 2008), instructional media play an important role in attracting students' attention and delivering information. In addition, according to Kemp and Dayton (1985), media serve the following functions:

1. Making instruction more interesting,
2. Reducing the length of time required for instruction – most of media
3. Presentation requires short time to transmit their messages, but during this brief period, a large amount of information can be communicated to and absorbed by the learners,
4. Enhancing the students' positive attitude towards what they are learning and towards the learning process itself – students frequently express preferences for using media as means of studying; moreover, they find learning with instruction media is more enjoyable and satisfying.

2.3 Games and Simulation in Language Learning

The use of game and simulation techniques in language learning is by no means a new idea. Heinich, et al (1985) stated that Experience has shown that simulations and games can make a powerful contribution to learning if they are properly understood and properly used.

2.3.1 Types and Characteristic of Games and Simulation

Heinich et al (1985) mentions three types of games and simulation that can be implemented in classroom, i.e. games, simulations and simulation games.

1. Games

There are many kinds of language games that can be used in the teaching and learning process. According to Heinich et al (1985), a game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal.

2. Simulation

Simulation is an abstraction or simplification of some real life situation or process. In simulations, participants usually play a role that involves them in interaction with other people and/or elements of the simulated environment.

3. Simulation games

A simulation game combines the attributes of a simulation (role-playing, a model of reality) with the attributes of a game (striving toward a goal, specific rules). It is like the characteristic of a simulation, that is relatively modelling of a reality, and like the characteristic of a game, that is involve competition.

2.3.2 Games as Instructional Media

The instructional games that teacher used is not merely aimed at recreational activities that provide exercise or fill time, but it should enable students to learn, to achieve specific goals or objectives, in active rather than passive ways. Razekh (2003) define a game as any contest or play among adversaries or players operating under rules for an objective or winning, but if a game is used for educational purposes, it should have an objective to educate, not only to entertain the learners. In addition to Razekh, Gerlach and Ely (1980) characterize games by four features i.e., a small, fixed set of players striving to reach goal, rules, which define the legitimate actions of the players, a basic sequence and structure within which the actions take place, and a time limitation.

When teachers want to use a game as an instructional media for learning language, they should consider whether the game suits with the material that are going to be presented. In choosing the right game for presenting the material, teachers should consider some criteria. Tyson (2000, in Mei and Yu-Jin, 2000) mentions five consideration in choosing games, i.e. a game must be more than just fun, involve “friendly” competition, keep all of the students involved and interested, encourage students to focus on the use of language rather than on the language itself, and should give students a chance to learn, practice, or review specific language material.

Further, Brown et al. (1985, in Andrian: 2004) also mentioned some consideration when choosing a game for language learning, i.e. time required, type of the game itself, whether it is as a board or non-board game, the size of class, the difficulty of the game used, and the flexibility of the game. Moreover, Huyen and Nga (2003) summarize several factors that should be taken into account in games selection namely time to conduct the game, the number of students, proficiency level, time allocation, learning topics, and the classroom setting.

Finally, well-chosen games are important as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

2.3.3 Why use games in language learning?

Using games in classroom can break the usual routine of the language class. It also can motivate and encourage to interact and communicate. Games provide language practice in the various skills- speaking, writing, listening, and reading.

Some experts have also figured out characteristics of games that make vocabulary learning more effectively. Langelling and Malarcher (1997) mentions some general benefits

of using games for language teaching, those are in term of affective aspects, cognitive aspect, class dynamics, and adaptability. In terms of affective aspect, games can encourage creative and spontaneous use of language, promote communicative competence, motivate students by providing fun and interesting activities. In terms of cognitive aspects, it reinforces, reviews and extends, focuses on grammar communicatively as well as it can develop four language skills-listening, speaking, reading and writing. Moreover, for dynamic of classroom, game is more student-centered rather than teacher-centered, so that teacher acts only as a facilitator. Furthermore, game also builds class unity, fosters whole class participation and promotes healthy competition. Finally, in terms of adaptability, game is easily to be aadjusted for age, level, and interests and utilizes all four skills. Games are useful and effective tools that should be applied in vocabulary classes. Therefore, the use of games is a way to make the lessons more interesting, enjoyable and effective.

In line with Langelling and Malarcher , I-Jung (2005) sum up the benefits of using games in language-learning in nine points, i.e.learner centered, promoting communicative competence, creating a meaningful context for language use, increasing learning motivation, reducing learning anxiety, integrating various linguistic skills, encouraging creative and spontaneous use of language, helping teacher to construct a cooperative learning environment, and fostering participatory attitudes of the students.

To conclude, game that has been correctly designed can be very useful for teaching language, both for teacher and students. For teachers, games help them to create contexts in which the language is useful and meaningful and can provide intense and meaningful practice of language. For students, they can learn language in a meaningful context and promote active learning in a fun-filled and relaxing atmophere. Games also help and encourage many learners to maintain their interest and work.

2.3.4 Board Games

A board game as defined in Oxford: Advance Learner's Dictionary (Hornby, 2000) is any game played on a board, often using dice and small pieces that are moved around. Board games are very popular and played around the world by any level. It can be played by children, teenagers, and even adults. There are many different types and styles of board games, including those at the most-basic level to more-complicated ones. It takes many forms and can be found around the world, but actually they have some common characteristics such as a game board, dice, cards, and pieces as the marker.

Bell and Cornelli (1993, in Susanti, 2005) classify board games into four main groups, namely:

1. Game of Position

The main characteristic of this game is each player moves the pieces based on a certain direction (vertical, horizontal, or diagonal) into certain position to win the game, e.g., *Tic-Tac-Toe (Noughts and Crosses)*. Here, two players take turns marking the spaces in a 3x3 grid. The player who succeeds in placing three respective marks in horizontal, vertical or diagonal row wins the game.

2. Mancala Games

The main characteristics of mancala games is the players alternately put the pieces into holes in the board of certain direction (clockwise or anti-clockwise). The players with the most pieces in his/her holes wins the game. One of the examples is *congklak (dakon)*. Two player in turn put their pieces into holes; the player who can collect the pieces most would be the winner.

3. The War Games

The main characteristic of this game is that it is usually in the form of war between armies, e.g., *chess*. Chess is played by two player. In turn, they move one of their piece in an attempt to make captures, attack, defend, or develop their positions.

4. The Race Games

The main characteristic of this game is the players move the pieces along the pattern that can be circular, vertical, or horizontal on the board to reach the dead end. Most of the race games involve the throw of a dice or its equivalent, e.g., *Snakes and Ladders* in which two players compete each others to reach the finish sign.

In conclusion, since board games are popular and suitable for all level, age, and gender, it is worth being recommended to develop such board game that can facilitate students' language learning, especially english vocabulary learning. By adopting or adapting or combining some existing kinds of board games and modifying it with suitable teaching technique for teaching vocabulary, board games can be attractive, effective and provide meaningful and communicative way of vocabulary learning for students.

2.4 Methodology of Measuring English Vocabulary

A good knowledge of English vocabulary is important for anyone who wants to use the language, so knowledge of vocabulary is often tested. A vocabulary test is to determine the degree to which the examiner wishes to concentrate on testing the students' active or passive vocabulary. Heaton (1988) says that vocabulary test measures the student's knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. He divides test into multiple-choice, sets (associated words), matching items, cloze procedure and completion items. In choosing the right type of test, the teachers should consider the students' level of proficiency. Therefore, knowledge of vocabulary is important to language use, and it can be tested from various points of view-knowledge of word meanings, knowledge of word forms, and knowledge of how to surmise the meanings of unknown words from the context.

The board game can be used as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogwell (2008) using a board game in the

language classroom is an effective, low anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world.

Playing the *snakes and ladders* board game is an interesting thing to do in the class. This game is fun and it helps the students to learn the language while playing the game they are not anxious in the class. Using the clues in the cards, they will be motivated to speak to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary. It will help them to adapt with the words and expressions related to the topic. Haryati (2012) also highlights that the *snakes and ladders* board game helps to increase the students' motivation and interest in take part actively in the class.

2.5 Previous Study

Games can provide attractive and instructionally effective frameworks for learning activities. In 2000, Welasati, conducted a descriptive study of the effectiveness of teaching vocabulary by using media. She concluded that teaching English Vocabulary by using media is more effective since students can understand and remember the new words easily and they became more motivated. Moreover, Huyen and Nga (2003) conducted a research in using games as instructional media to learn vocabulary. At the end of their study, they found that learning vocabulary through games is one effective and interesting ways that can be applied in any classrooms. Furthermore, they suggested that games are used not only for fun, but more importantly, for the useful practice and review of language lessons, thus leading towards the goal of improving learners' communicative competence.

In 1999, Nurisnaini conducted a study entitled *Using Games and Song to improve Students' Participation and Classroom Situation for Four Grade Students' at SDN Arjosari*

III Malang. She concluded that using games and songs could effectively develop students' motivation in learning English and enhance their participation. The use of games was also proven by Susanti and Adrian. Susanti (2005) conducted a descriptive study to X grade Senior High School with the priority on how they could build up their competency in vocabulary by using board game. The result of this research indicated that board game gave great contribution for elementary students in enriching their English vocabulary. Andrian (2005), on the other hand, conducted classroom action research entitled *Using Board Games to improve Students' Participation and Classroom Situation at SDN Pakunden IV*. The result showed that students were active and highly motivated when they taught using board games. That would make students master English better.

Based on the above studies on the use of media, especially games, in learning English vocabulary, it can be concluded that the use of game as one of instructional media is effective to improve students' vocabulary learning. In this study, the researcher focuses on improving the students' mastery of vocabulary through the implementation of Pictorial Board Game.