

CHAPTER II

REVIEW OF RELATED LITERATURE

This present chapter includes theory of ELT (English Language Teaching) development, constructivism, teaching vocabulary and grammar, active learning, game-based learning, Jeopardy, testing vocabulary, and testing grammar.

A. ELT (English Language Teaching) Development

English is known to globally spread very rapidly. Indonesia has a very little exposure on English due to never become regulated under the British colonial. Hence, English has never been widely spoken in the Indonesian society. But in contrast, since the implementation of the 1994 curriculum, English is taught in Indonesian schools as a compulsory subject in Elementary school to University levels and considered very important compared to other subjects in Indonesian education system. This is proven by the fact that English is tested the Indonesian national examination (Minister of National Education, 2007).

Harsono (2006) stated that English has been decided to be the first foreign language in Indonesia. It has been chosen as a language for wider communication in international forum. In Indonesia, it functions (1) to help the development of the state and nation, (2) to build relations with other nations, and (3) to run foreign policy.

In the development of ELT in Indonesia, there are a lot of problems. One of them is the method of teaching. A good way of teaching bring the students understand the material more. However, they need stuff of vocabularies and

understand how to use them in the sentence. The students will get their vocabulary inside and outside the school. They need to find their own way of study. The most vocabulary and grammar understanding they have, the easiest they use the language.

B. Constructivism

Game-based learning is built upon a constructivist type of learning because it is an active process. Fundamentally, constructivism related to the students that construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Bada, 2105). In this case, to construct the students' understanding and knowledge, they need tools so they can build their own procedures in order to solve a problem. This implies a participatory process by students, who interact with their environment to solve the situation that is being set out to them.

Moreover, talking about game, it is related to an active learning. In this case, active learning is based on a theory of learning called constructivism, which emphasises the fact that learners construct or build their own understanding. Learning is a process of making meaning. Learners replace or adapt their existing knowledge and understanding (based on their prior knowledge) with deeper and more skilled levels of understanding. Skilled teaching is therefore active, providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning.

C. Teaching Vocabulary And Grammar

1. Teaching Vocabulary

Vocabulary plays important roles in mastering English. Rivers in Nunan (1992: 17) stated that vocabulary is essential for successful study on the second language. According to Kridalaksana (2001) vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

Nugroho (2012) stated that there are five aspects of vocabulary must the teacher and learners give their attention. They are as follow:

a. Form.

The mastery of Vocabulary involves the mastery of pronunciation and spelling. The learner has to know how the word is sounded and how the word is spelled. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar.

The grammar of a new word needs to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts. It is important to provide learners with the information at the same time the teacher teaches the base form of a word.

c. Collocation.

The collocation typical of particular items is another factor that makes a particular combination sound „right' or „wrong' in a given context. This is another piece of information about a new item which may be worth teaching. Collocation

is also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

d. Aspect of Meaning

Denotation, Connotation, Appropriateness. Denotation is the meaning of a word that primarily refers to the real world. It is often the sort of definition in dictionary. Meanwhile, a less obvious component of the meaning of an item is its connotation, the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is appropriate one to use in a certain context or not. It is useful for a learner to know that a certain word is very common, or relatively rare, or, 'taboo' in polite conversation, or tends, to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect. Meaning Relations. How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship, they are:

synonyms (item that mean the same or nearly the same); antonyms (items that mean the opposite); hyponyms (item that serve as specific examples of a general concept); co-hyponyms or co-ordinates (other items that are the same kind of thing); super-ordinates (general concepts that cover specific items); and translation

e. Word Formation.

Vocabulary items, whether one-word or multi-word, can often be broken down into their components exactly how these words are put together is another piece of useful information. Teachers may teach the common prefixes and

suffixes. However, they should be warned that in many common words, the affixes no longer have any vocabulary items are built is by combining two words to make one item.

It could be concluded that vocabulary is the complete skill which from master some those vocabularies, the learners also learn how to pronounce, listen, and write correctly. The better they master the vocabulary, the better they speak and write in English.

2. Teaching Grammar

Grammar according to Fromkin et al. (1990:12) is the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers". In brief, grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax), and the vocabulary of words (lexicon).

Grammar is the business of taking a language to pieces, to see how it works (Crystal. 1995). Moreover, grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at

a particular time. While, based on Yule (2006), grammar refers to the set of structural rules that govern the composition of sentences, phrases, and words. Grammar is a linguistic theory that regards grammar as a system of rules that generates exactly those combinations of words that form grammatical sentences in a given language (Chomsky, 1950).

Many linguists and researchers have given support to grammar instruction in ESL and EFL language teaching and learning. For example, the communicative competence model of Canale and Swain (1980) clearly illustrates the significance of grammar. In this model, grammar is viewed as one component of communicative competence. Without grammar, learners can communicate effectively only in a limited number of situations. In addition, Hannan (1989), Lewis (1986) and Garner (1989) strongly support the teaching of grammar. According to Hannan (1989), grammar is highly valuable as an important part of the study of language, of ideas, and of writing. Besides, he points out that grammar reflects the power and order of the human mind and it also helps us to understand the diversity of human culture.

Garner (1989) believes that grammar gives us a means to analyze and describe our language. Furthermore, many EFL learners in Thailand who want to further their studies abroad still have to take an intensive course in grammar in order to pass such exams as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Research in second language acquisition, as noted by Celce-Murcia (1991), indicates that post pubescent adolescent adults need to pay attention to the form of the target

language. If they do not, they ultimately develop an incomplete and imperfect interlanguage that reflects learning problems.

In presenting grammar, teachers should be aware that they teach grammar but not teach about grammar or as Lewis (1986) states "language learning is more important than language teaching". Besides, the main goal in grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation. Celce-Murcia and Hilles (1988) are in agreement with Larsen-Freeman (1991) that grammar should never be taught as an end in itself but always with reference to meaning, social function, or discourse or a combination of these factors. In other words, teachers are required to have a knowledge of linguistics, because teaching grammar as meaning and discourse entails a knowledge of syntax. As Fromkin et al. (1990:159) explain "syntactic knowledge plays a role in determining when two non-identical sentences have the same meaning and when they do not". Besides, a teacher's knowledge of pragmatics will help learners to understand many aspects of language use such as social function. Furthermore, teachers should teach learners to understand how language is used in context and encourage them to use it in appropriate contexts as well.

D. Active Learning

Any kind of learning implies student activity, but active learning in a narrow sense of the term, Ledić (2006) defines as such learning that enables students to have a high level of autonomy and self-monitoring, and to apply various mental strategies and specific cognitive skills to differentiate between

important and unimportant information, analyse and compare, construct new knowledge on the previous experiences and think critically. Due to all these processes, active learning enables long lasting retention of information. Therefore, active learning sets the following goals: a high level of selfregulation and independence, diverse (meta)cognitive strategies, selective information processing, building on previous knowledge, critical approach to lessons and enhanced creativity (Turk, 2009).

In order to reach these goals, Simons (1997) points out that students should plan and prepare the learning process themselves, engage in learning, regulate their learning, control it and persist in the learning activities. Kyriacou (2001) states that active learning should constantly be present in classrooms since students benefit from it in numerous ways. It enables students to act autonomously and have control over the classroom activities. It plays a significant role in student motivation, since it links problem-based teaching to innate curiosity and the need for exploration of every child. It gives a new kind of quality to the school experience. It has greater influence on students' everyday lives. The experience of active learning has a strong impact on personality and it makes school more similar to real life.

E. Game-Based Learning

Relating to this research, we are talking about the use of games for learning. The promise of using games for learning is that play and learning-engagement would occur cohesively as a whole to compose a highly motivated learning experience. Game-based learning can create new and powerful ways for students to learn, play, think, and act that will prepare them for meaningful

experiences in the real world (Shaffer et al., 2005, p. 111). This statement relates well to the adolescent ELLs who are often too shy or are afraid of sounding foolish or making mistakes and the associated consequences (Halpern, 2001). Games can provide a safe and enjoyable environment for active learning. It is a type of game play with defined learning outcomes (Shaffer, Halverson, Squire, & Gee, 2005). Games encourage creative behavior and divergent thought.

Games have a special role in building students' self-confidence and they can reduce the gap between quicker and slower learners (Fuszard, 2001). Games can enhance the social skills of students as well as improve their skills in understanding and solving problems (Kirikkaya, Iseri, & Vurkaya, 2010). Through game-based learning, participants learn more actively and with greater interest, enabling the learned content to leave a deeper impression than would be possible using conventional methods (Papastergiou, 2009). These frameworks offer a rich description of benefits of conducting games based learning.

F. Jeopardy Game

Jeopardy game is adopted from television quiz show and adopted into language game for educational tool by Friedman. It is a popular answer-and-question quiz. Wukasch (2016) states that Jeopardy can provide an enjoyable way of preparing for the final exam. Students can get ready for the exam while at the same time having some fun. Jeopardy game can be play individual or in a teams. The writer chooses this game because Jeopardy can make students become motivated to have the high score.

Jeopardy has two kinds of implementation, high-tech version and low-tech version. In high tech version, it requires computer, PowerPoint, and a TV or

projector in the classroom. In low tech version, it requires paper, cards, blackboard, and magnet. One side of the paper has a point value, and the other side of the paper has the question. The papers are arranged on the board, points facing the classroom, in Jeopardy fashion and held up with magnets, and the categories are written directly on the board or used paper.

Moreover, the idea for this game has been supplied by George Tomlinson. For the first time, George used this game when he was at Kuso Junior High School in Pusan, Korea. Classroom game is a Jeopardy-style game that teachers can modify and use for their classroom. This game is easy to apply and effective to teach vocabulary and grammar. Such as John and Sarah (1996) said that they have tried it with several classes and it works really well. It also avoids the students feel bored.

This game is one of games which related to questions to get or lose score chosen. The students should choose the score then, they get the question. The right answer will get the score as they have been chosen. However, they will get minus score, if they answer the question uncorretly, but the square stays open and another team or the same team can attempt to answer it in a later round. Each category has five questions with five different point levels ranging from 100 to 500. For each category or topic, change the text to five different questions, in increasing difficulty. Finally, modify the final question into the most difficult question to challenge the players.

The rules of this game using power point are simple, as follows:

1. Play individually or in groups.
2. Pick a category and a point value.

3. Click on the chosen box for the question.
4. Students must give the answer in the form of a question before clicking again. The teacher may want to set a time limit for answering the question.
5. To see if a student or group is correct, click again for the answer.
6. Click the Back to Board button on the slide to return to the main board.
7. If the student or team is correct, they are awarded the point value of the question.
8. Continue until all questions have been answered. The team with the most points wins.
9. Bring bells or other noise makers to class for students to answer with.

Another rules of this game using white board as follow:

1. Each group is divided into first person, second person, third person etc
2. Students in each group answer the question in turn
3. Each group is free to choose the score
4. The score is around 100 to 500
5. Each score has different question
6. The lowest score has the easiest question and the highest or biggest has the most difficult question
7. Groups are given 5 seconds to answer after the question is read
8. Each group who answer after 5 second is considered to be fail
9. Each group who answer correctly will get score as they have chosen, meanwhile each group who answer incorrect will lose score as they have chosen, but the square stays open and another group or team can attempt to answer it in later round

10. The group with the highest score is the winner

Moreover, there are four varieties of jeopardy game that can be visited on <http://www.esolhelp.com/classroom-jeopardy-games.html>

- Open- ended jeopardy game (basic vocabulary) include the basic vocabulary such part of body, kinds of fruit, etc.
- Picture dictionary jeopardy games (multiple choice) include the picture which represents vocabulary based on the topic
- Grammar jeopardy games (multiple choice) include the exercise of grammatical such part of speech.
- Math jeopardy games (open- ended) include the exercise of math lesson such as multiplication.

G. Testing Vocabulary

Hughes (1989) stated that if there is little teaching of vocabulary, it may be argued that there is little call for achievement tests of vocabulary. For those who believe that systematic teaching of vocabulary is desirable, vocabulary achievement tests are appreciated for their backwash effect. The usefulness and feasibility of a general diagnostic test of vocabulary is not readily apparent. In placement tests, we would be looking for some general indication of the adequacy of the student's vocabulary. We would not normally require a particular set of lexical items to be a prerequisite for a particular language class.

Words should be grouped according to whether their recognition or their production is required. A subsequent step is to group the items in terms of their relative importance. To test vocabulary, teacher can use some ways such as find synonym, definition, gap filling, multiple choice and picture.

H. Testing Grammar

It should be very odd question when we ask about testing grammar separately. Hughes (1989) stated that control of grammatical structure was seen as the very core of language ability and it would have been unthinkable not to test it. But, times have changed. As far as proficiency tests are concerned, there has been a shift towards the view that since it is language skills that are usually of interest, and then it is these which should be tested directly, not the abilities that seem to underlie them. For one thing, it is argued, there is more to any skill than the sum of its parts; one cannot accurately predict mastery of the skill by measuring control of what we believe to be the abilities that underlie it.

Wherever the teaching of grammar is thought necessary, then consideration should be given to the advisability of including a grammar component in achievement area. Whether or not grammar has an important place in an institution's teaching, it has to be accepted that grammatical ability, or rather the lack of it, sets limits to what can be achieved in the way of skills performance.

Moreover, based on Kathleen (1996) the testing of grammar is one of the mainstays of language testing. While such tests test the ability to either recognize or produce correct grammar and usage, they do not test the ability to use the language to express meaning. However, it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests do have an important part to play in language programs.

➤ Types of grammar tests based on Kathleen (1996):

1. Multiple Choice Tests
2. Error Correction

3. Items to Test Knowledge of Word/Sentence Order
4. Completion Items
5. Transformation Items
6. Word Changing Items
7. Sentence Combining Exercises.

1. Multiple Choice Tests

Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

The most common type of multiple choice grammatical item is one in which the test maker gives the testee a sentence with a blank and four or five choices of a word or phrase which completes the sentence correctly. For example,

Because my mother was sick, I _____ to go home last week.

- a) had b) have c) has d) hadn't

To give slightly more context, this type of question sometimes makes use of a short dialogue, with one person saying something and the other person responding. A way of testing short answers and responses is to give the testees an utterance, and have them decide which of four or five utterances an appropriate response is. This can be either a test of comprehension or a test of grammar. For example,

"I think that tuition is much too high here."

- a) I do so. b) Do I so. c) I so do. d) So do I.

Another way to test grammatical knowledge using multiple choice items is to give testees a sentence and ask them to choose which of four or five alternatives has the same meaning.

"The school should have expelled him."

- a) The school didn't expel him, which was wrong.
- b) The school expelled him, because it was necessary.
- c) The school might have expelled him, if it had known.
- d) The school will probably expel him in the near future.

Again this is a test of reading comprehension as well as grammar, but in order to understand the meaning of the sentence, the reader does have to understand the grammar. The test maker must find a balance between giving enough context and giving too much. One way to give more context and make the language more natural is to give the items in the form of a short reading passage rather than individual sentences. This gives the testees more context and, if the passage is chosen carefully, is also much more interesting than reading individual, uncontextualized sentences. However, it may be more difficult to test a range of grammatical points, since the grammatical points are restricted by the content of the passage.

A variation on this idea is to use a piece of prose written by a non-native English speaker. This is particularly useful for making a grammar test for testees who are all of the same language group, since the errors made by the writer can be used as distracters.

2. Error Correction

Error correction items are also useful for testing grammar. An error correction item is one in which the testee is given a sentence with an error. Four words or phrases in the sentence marked with letters, and the testee needs to decide which of the words or phrases has the error. For example,

- (a) **Most of students** (b) **believe** that they
(c) **should be getting** better grades (d) **than they are.**

The teacher may also mix in some sentences that have no errors, and students are required to indicate that there is no error. In addition, the students might be required to correct the error. Errors from students' actual writing are a good source of ideas for this type of exercise.

3. Items to Test Knowledge of Word/Sentence Order

Other types of items can be used to test testees' knowledge of word order. The traditional way is to present the testee with four alternative word orders. For example,

I wonder how she knows _____.

- a) how it costs much.
b) how much it costs.
c) it costs how much.
d) it how much costs.

Another possibility is to give testees the four words and ask them to put the words in order. For example,

I wonder how she knows _____

A. how B. it C. much D. costs

/ _ / _ / _ / _ /

This can also be done in a way that actually requires the writer to do some writing. For example,

I wonder how she knows _____.

how / it / much / costs

Understanding of appropriate sentence order can also be tested in a similar way by giving testees several sentences and asking them to put them in order. This type of test tests knowledge of references, cohesive devices, etc.

4. Completion Items

Completion items are items in which the testees are asked to fill in blanks in sentences. For example,

Give the book to _____ woman in the blue dress.

For the purpose of a grammar test, the words which fit in the blanks should be function words, such as articles and prepositions. (Completion items intended to test reading ability or vocabulary knowledge, in contrast, use content words.) The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make judgments about whether a response is correct. It is not always easy to write items for which there is only one possible answer. Using a piece of continuous prose rather than disconnected sentences is one way of cutting down on possible different interpretations of what

goes into a particular blank, but it is probably impossible to entirely eliminate the possibility of different answers.

Also, it is possible to require a phrase instead of a word in each blank. However, while this method presents a more realistic situation, it does become more difficult to mark. While it is probably not realistic for large- scale testing situations, it is something that is useful for classroom teachers who want to help their students develop an ability to produce appropriate grammatical forms in context.

5. Transformation Items

Another type of grammar item makes use of transformations. In this type of item, testees are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. For example,

1. Jim hasn't been home in a long time.

It's been a long time _____.

2. I don't need to go to the grocery store this week.

It isn't _____.

3. It is difficult to study when it is so noisy.

Studying _____.

There are variations on this type of item in which the word which starts the transformed sentence is underlined, or the testee is given one word to use in the new sentence. For example,

I don't need to go to the grocery store this week. (Necessary)

Again, this type of test is difficult to grade because the teacher has to be aware of the variety of possible answers. Another problem is that it does not in

any way test the testees' knowledge of when each of the possible transformations would be most appropriate. For example, the testee might be perfectly able to transform an active sentence to a passive sentence but not know when to use passive rather than active. However, it is still sometimes a useful test of grammatical knowledge.

6. Word Changing Items

Another type of item is one in which the testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word. For example,

1. I have never _____ to Australia. (be)
2. I will be with you _____. (moment)

This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

7. Sentence Combining Exercises

Sentence combining exercises can play a part in testing grammar as well as its more traditional use as part of composition testing and training. For example, testees might be instructed to combine the following sentences using a relative pronoun.

I met a man.

The man went to the same high school I did.

I met a man who went to the same high school I did.