Chapter II

Review of Related Literarute

In this chapter the researcher discussed some theories to support the topic of the research. Those are the definition of vocabulary, kind of vocabulary, the important of vocabulary mastery, teaching vocabulary, testing vocabulary, definition game, the definition of Sugoroku english, teaching using Sugoroku engish, and previous study.

A.Vocabulary

1. Definition of Vocabulary

It may be helpful to first meaning conceptual (meaning) vocabularies. This refers to numbers of words to which individual adult or child can attach one or more meanings. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. According ack C. Richards (2002) Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making

use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television

2. Kind of Vocabulary

Brown (1945:16) state that, there are two kinds of vocabulary, follows:

- Active vocabulary

    Active vocabulary is words which the students understand can pronounce correctly and use constructively in speaking and writing.

- Passive vocabulary

    Passive vocabulary is word that recognize and understand when they occur in a context, bu he can not produce corectly himself. It refer to language item that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Word class determine into eight kinds, Thurnbuary (2002:3) stated that there are ; noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.

  - Noun

      Any member of a class of words that typically can be combined with determiners (see determiner sense b) to serve as the subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun, and refer to an entity, quality, state, action, or concept. Noun is head wor of grammatical structure of sentence Riyanto (2010).

  - Verb

Verb is a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb. For example : sleep, eat, work, cok, etc.

- Adjective

Adjective is word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else. For example: kind, beautiful, polite, arrogant, etc.

- Adverb

Adverb is word belonging to one of the major form classes in any of numerous languages, typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial, and in English also serving to connect and to express comment on clause content. For example: early, kindly, now, etc.

- Preposition

Preposition are bunch words that unite with noun or pronoun and explaining verb, noun, adjective. Anggraini said in basic english grammar (2013:113) prepositions are words that show a connection between other words. Most of prepositin are little words like at, in, and on.

For example: on the chair, in the garden

- Conjunction

The part of speech used as a "joiner" for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

For example: what you see and what you get.

- Determiner

Determiner is word such asthe, some, my, etc. That come before a noun to show how the niun is being used.

For example: these apples are good

3. The Importance of Vocabulary

Vocabulary is one of the most important elements that should be learnt and taught. It will be more difficult to master the language if without mastering and understanding of vocabularies. vocabulary is the key to learners understanding what they hear and read in school and to communicate successfully with other people. Mc Charty (1990: 8) states

that the importance of vocabulary in language learning is as follows: "no matter how succesfully sounds of L2 are mastered, without words to express a wider range of meanings, communication on a L2 just cannot happen in any meaningful way.

Tarigan (1984: 2) says that language skills mostly depend on the mastery vocabulary. Thus, the more vocabulary is mastered, the biggest possibility that someone can skillfully use the language.For these reason, it is very important for the students to quickly build up a large store of words. So without understanding the vocabulary in language learning the students will not be able to master the language skill, it shows that vocabulary is an important role in communication.

4. Teaching and Learning Vocabulary

According Finnochiario (1967) teaching and learning vocabulary is an activity where the teacher introduce some vocabulary items in many times with all the structures and in the entire situation in which they can be logically be used. It means teachers need many ways to teach vocabulary to students to better understand words.In Teaching student, teacher has to use performance to teach vocabulary to them, because the student in literacy level are performance , it means that when the teacher teaches vocabulary to his students the teacher know their characteristic so that the teacher can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom.

Walters (2004) states that teaching vocabulary is one of most discussed parts of teaching english as a foreign languages. For this reason, the teachers must prepare and find various learning techniques and also up-to-date techniques that will be implemented to students.

5. Testing Vocabulary

Test is According to Brown (2004:3) a test is a method of measuring a person's ability, knowledge, or performance in a given domain. There are three components in that definition, method, knowledge and performance. It means that a test is a tool to measure someone's ability in performing a language.

More over Savignon (1983:231) says that tests are commonly used to measure the outcome of instructional program. Tests may be used to guide the development of instructional programs. By doing a test the teacher might check the development of the programs that have been done to the students Eliza Trimadona (2016).

a. Multiple choice

Multiple choice is the test-takers task to identify the correct or most apropriate option (in this case). Multiple choice test technique has some advantages. The most obvious advantages is that scoring can be perfectly relaible scoring sholud also be rapid and economical.a further considerable advantages is that is is possible to include more items than other forms of testssince teh test-takers have only to make amark on the paper.

In order to make affective and good items in multiple choice test, Djiwono (2008:47) suggest the test developer to be careful in formulating the stem, and teh correct answer and teh distractors.

b. Matching

Matching test require the students to match two parts of a test. The two parts are usually interrelated in terms of meaning or content. Usuaally, the two parts are in the form of list. The first list usually consists of some statements or questuins, while the second consists of responses. To make matching affective, the number of responses should be more than the statements. This is meants to make the students think critically until the last question.

c. Odd one out

Odd one out at least is more interesting to do and usually easy to mark. In the test only meaning is being tested.

d. Writting sentence

This is a bit boring to do and difficult to mark objectively, but does check the tastes knowledge fairly well. Spelling an d pronounciation of the items are not tested but most other aspects are.

e. Dictation

Dictation is a testing technique in which the passage is read aloud to students, with pauses during which they have to write down what

they heard as accurately as possible Richard et al, 1992. Dictation test gives results similar to those obtained from colze test.

B. The Concept of Game

1. General Definition of Game

M R Rahardi et al (2016: 44) states that Game is one type of play activity, in which it is done in the context of pretending but looking like reality. Where the player has the goal to get one win as well as done according to the rules of the game made.

According Andri suryadi (2017:8) Game is a game. The game in this case refers to the understanding of intellectual playability (Intellectual Playability Game) which can also be interpreted as the arena of decisions and actions of the player usually in the context of not serious or with refreshing purposes :

a) The Advantages of Game

According Endang Kusrini (2012:4) Games have some advantages. Those are: 1) games are welcome break from the usual routine of the language class, 2) games are motivating and challenging, 3) games can encourage students to increase an communicate, 4)games create a meaningful context for language use, 5) it provides language practice in the various skills; speaking, listening, reading, and writing, 6) it is a good way for practicing language.

b) Sugoroku English

Definition of Sugoroku English

According Susan Flickinger, Sugoroku, Japanese board games printed and published on newsprint, have been popular since the 19th century, if not earlier. This style of game is thought to have originated in China in the 6th century and later been imported to Japan. Sugoroku is a classic dice based board game, sugoroku is also written in kanju (Japanese Characters). Another form of sugoroku is *e-sugoroku* by playing like a snake and ladder game. Sugoroku boardn are usually a sheet of paper that can be folded and carried anywhere easily.

The game is played in a spiral pattern, and the winner is the first to reach the center of the board, while each room of the game has special rules or instruction. Auditya Gita (2019) states that sugoroku game is a board game from japan, in a game way where players roll the dice, then move their pieces according to the numbers obtained and the dice. Sugoroku there are two ways to play, the first way sugoroku is played like a snake and ladder, the second is played like backgammon.

History of Sugoroku English

Kunichika, e-sugoroko board, 1865. Most Japanese prints stick to a limited range of formats: oban, oban triptych, chuban and so on. Very occasionally one comes across huge six-sheet prints crammed with figures, quite different to the normal run of prints. These large format prints are gaming boards for the Japanese equivalent of snakes and

ladders or backgammon, an ancient game called sugoroku. Yamamoto Masakatsu, a leading expert and collector of sugoroku makes the point:

According Toshidama (2020) Foreign sugoroku are recognised as antiques or historical records but few are worth handing down to posterity as art objects. Why were Japanese sugoroku so good? In answer we cannot forget the links between sugoroku and ukiyo-e. Surimono (limited edition poem prints) are highly valued in Japan and overseas, I am sure that Edo era sugoroku are at least equal to surimono in quality.Sugoroku has its origins in 13th century China and, like its European equivalents, is a game partly of luck and partly of skill.

In the Japanese version of the game, the element of luck came to lend a quasi-mystical level of divination. The game has a closer although obscure Italian cousin called Y Goose (left) which was played there in the 15th century – there is a suggestion that this pictorial version of the game had some influence in Japan in later centuries. There are other versions of Sugoroku which are similar to backgammon. The popularity of this 'true' sugoroku waned with the introduction of picture sugoroku in the nineteenth century; these games are properly called e-sugoroku.

Sugoroku was traditionally played around New Year and although it was often a gift to young girls, the game was enjoyed by the whole family. The rules are similar to snakes and ladders: a throw of the dice advances your piece along the rows of figures or places (there are

for example Tokaido Road sets) from the starting point (furidashi) until the final character or square is reached (agari).

There are rules within the practice which make it more interesting: a throw of a one means a player must miss a go, a two forces the player back to the start, a three allows a player to skip some places. Sugoroku was considered educational, partly because boards were designed with travel themes, Buddhist themes, history themes and so on; but also because the successes and vicissitudes were seen somehow to reflect life's hardships and good fortune.

The game became popular during the Edo period precisely because of the aptness of woodblock prints and artists to create memorable pieces – it is for this reason that they are now so collectible and show how an artist could arrange a composition outside of the normal ukiyo-e formats and conventions; but although the boards (paper only in fact) were looked after, only a few survive to this day.

The game continued to be popular during the twentieth century and was used as propaganda during the various Japanese wars of that period. Like so many games, it has suffered since the widespread use of computer technology although there are digital versions of sugoroku available.

Jnani Bagi Board. The western game of snakes and ladders though has its origins in India and derives from a traditional Hindu game

called Jnani Bagi (The Game of Heaven and Hell) which was designed to teach the virtues of the Jain religion. Illustrated is a late 18th century board which is about 18 inches square, divided into eight rows and nine columns, its ladders being in the traditional Jain colours of red and yellow. The longest ladder reaches from square 17 (Compassionate Love) to 69 (The World of the Absolute). Of course British Imperialists took the essence of the game and reinterpreted it with Victorian values of duty, probity and morality.

One of the most prolific sugoroku artists of the nineteenth century was Toyohara Kunichika and there are several known designs by him from the mid 1860's. All known Kunichika sugoroku are of kabuki actors in heroic roles. These boards act as a kind of beginner's guide to the kabuki theatre.

Toshidama Gallery has one such board that is in good condition and allows us to see all of the twenty or so figures illustrated at the top. Called Heroes of the Mountain Gate, the action of the disparate characters is set against a temple (or kabuki) backdrop borrowed from Kunisada's vertical diptych of Ishikawa Goemon in the play

Sanmon Gosan no Kiri. We can see that Kunichika has taken the two figures verbatim from the print and placed them in position in the lower and middle register. Goeman (a famous thief and bandit chief) is the fierce figure in the black wig; his opponent is the slight character

with the water dipper. They maintain their relationship despite the furious activity going on around them. Elsewhere on the print male and female kabuki characters do the same thing, lending the piece a curious connectivity amongst the chaos.

Also illustrated below is another, later version from 1869 in similar format with a slightly different cast of characters. For those interested in sugoroku I recommend this very good educational site on the subject.

Advantages of Using Sugoroku English

There are advantages of using Sugoroku English in learning vocabulary. One of them is :

- Sugoroku English can help and make it easier to remember vocabulary
- sugoroku English can add vocabulary and it looks attractive
- sugoroku English can increase the ability and motivation to remember vocabulary with sugoroku English learning vocabulary its more easy, fun and not boring.

C. Teaching Vocabulary Using Sugoroku English

1. The Procedures of Sugoroku English

In English learning, especially vocabulary learning, a teacher should be able to innovate to use interesting methods that can make students more

interested, excited and have fun with the learning that has been taught. Therefore researchers use Sugoroku English for vocabulary learning.

There are several steps to be prepared to play Sugoroku English in vocabulary learning play Sugoroku English in vocabulary learning.

a. Game tools : A board game equipped with tiles, one dice, 6 game pieces, and 14 chance cards.

b. Playing techniques :

- This game is played like a snake ladder, this game consists of 5 to 6 players, here are some steps in the game sugoroku english:

  1. Place the pawn in the start box

  2. Shake the dice, pawns walk through the tiles. When arriving at the tile corresponding to the roll of the dice, the player mentions english or Indonesian vocabulary (according to the commands on the tile)

  3. If the correct score is 20 and can continue the game, if wrong 0 and return to the start

  4. If the player is on a Waww tile then he will get a chance card and he can progress 2 steps. After going forward 2 steps there are several more rules, namely:

- If he can correctly mention the vocabulary on the Waww tile and execute the command from the opportunity card with the correct answer then he can step 3 boxes in front (with the opportunity without mentioning the vocabulary on the tile) and get a value of 20

- If the player can only mention vocabulary on the Waww tile and cannot execute the command of the opportunity card then it is only allowed to step 1 box in front (with the opportunity without mentioning the vocabulary on the tile)

- If the player cannot answer both, then he remains in the Waww box and continues the game without starting again from Start.

Picture 2.1 Ilustration of sugoroku english

Picture 2.2 The instuction of waww box

D. Review of previous studies

Many researcher conducted the research about the use Sugoroku English in language teaching , especially in vocabulary language teaching. Based on the previous study from Sari, Luthfi Khusnia (2019), doing Quantitative-Experimental research in Sugoroku Arabic Implementation in Students' vocabulary. The researcher use this game conducted arabic language teaching to improve Arabic vocabulary in MTs Al Hikam Diwek Jombang academic. The researcher find that there is the significant different on students' MTs Al Hikam Diwek Jombang posttest score after taught by Using Sugoroku English.

The following researcher is Khabibah, Yuhanit (2018) the researcher conducted Research and Developmet (R & D) with the model of ADDIE (Analysis, Design, Development, Implementation, Evaluation) in The Use of Sugoroku English to measure the effectiveness in arabic vocabulary learning at MTsN Megaluh Jombang. The researcher found that there are significant differences. From hese result, it can be concluded that the Sugoroku Arabic is effective and interesting to use.

The next is Nandini Mayang (2013) Using Sugoroku to know the effectiveness of Sugoroku Game in remembering japanese language vocabulary eleventh grade at SMAN 8 Bandung. This research used post-test only control design. The subject was students of eleventh grade of SMAN 08 Bandung. The researcher found that there are significant difference between experimental and

control dclass, so sugoroku game is effective in remembering vocabulary and

can add vocabulary and motivation.

Table 2.1 Previous Study

Previous Study	Similarity	Difference	Result
The effectiveness of using sugoroku arabic to improve vocabulary skill at MTs Al-Hikmah Diwek Jombang	Using sugroku game	The difference that study with this study is skill that will be improved. The previous study is improves students' writing skill of descriptive text , while this study will improves students' writing ability of procedure text.	Sugoroku english was effective to improve students' writing skill of descriptive text.
The Use of Sugoroku English to measure the effectiveness in arabic	Using sugoroku game	The difference that study with this study is the population of the research.The population of	Sugoroku was effective and interesting to use students vocabulary

vocabulary learning at MTsN Megaluh Jombang		previous study is students of eighth grade, while the population of this study is students of eleventh grade	learning.
Using Sugoroku to know the effectiveness of Sugoroku Game in remembering japanese language vocabulary eleventh grade at SMAN 8 Bandung	Using sugoroku game	The different that study with this study is use sugoroku to measure the effectiveness in japanese vocabulary learning and this study to measuer the effectivenes english	Sugoroku game is effective in remembering vocabulary and can add vocabulary and motivation