

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the researcher discusses the definition of vocabulary, kind of vocabulary, the important of vocabulary, definition of vocabulary mastery, teaching vocabulary, testing vocabulary, definition game, types of game, the advantage of game, kinds of games, scattergories game, and teaching vocabulary using scattergories game.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

The vocabulary of a language it is a foundation. There are several experts that clarify the definitions of vocabulary. Easterbrook (2013) the term "vocabulary" refers to a person who employs whole words or the words that make up a specific language or topic. It means that more than one word that used by speakers for a certain language.

Developing a useful vocabulary is essential for learning foreign languages at the elementary level (Cameron, 2001). Someone who has a strong understanding of foreign language vocabulary will find it easier to learn the language. Because vocabulary is all about words, and having a strong vocabulary can help improve vocabulary mastery.

Wilkins summarizes the importance of vocabulary in Thornbury (2002: 13) there is not much that can be communicated without grammar, and there is not anything that can be communicated without vocabulary. Without a proper

vocabulary, everyone will struggle to communicate effectively or explain ideas both verbally and in writing. Students' limited vocabulary is another barrier to learning a foreign language. When students don't know how to enhance their vocabulary, it's tough for them to study, and they commonly lose interest in studying.

As a result, vocabulary is crucial in a language, and it is necessary that every learner regularly expands their vocabulary. Because they are related to the four abilities in English proficiency, vocabulary plays a vital role in supporting them in English.

## **2. Kind of Vocabulary**

According to Hiebert and Kamil (2005:3), the following are two types of vocabulary:

### **1) Productive Vocabulary**

When a speaker or writer communicates his thoughts, productive vocabulary is usually used. When someone speaks or writes, he or she usually uses terms that are familiar to them. This group of terms is part of the productive vocabulary. According to Hiebert and Kamil (2005:3) a useful vocabulary is a set of words that may be utilized in both written and spoken contexts. They are commonly used terms that are well-known, well-understood, and frequently used terms.

## 2) Receptive Vocabulary

When listening or reading, a person's receptive vocabulary is a part of language that he can understand and assign meaning to. These are terms that are less known and used by children (Hiebert and Kamil, 2005: 3). The word class is divided into eight categories. Thronbury (2002:3) states there are; Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Determiner.

### A. Noun

Noun is a term that describes someone, somewhere, or something.

For example: Life, love, friendship, egg, class, flower, student, pencil, salt, money, and etc.

### B. Verb

Verb is a single word or a group of words that expresses an action, a state, or an event.

For example: walk, work, exist and etc.

### C. Adjective

To show the degree, most short adjectives have three versions (big, bigger, and biggest). Beautiful and horrible are two adjectives that have no inflection. Nouns are modified using adjectives.

For example: curly, big, smart, difficult, green, tall, and etc.

#### D. Adverb

Adverb is a word that adds additional information about a verb, an adjective, a phrase, or another adverb by providing more information about place, time, method, cause, or degree.

For example: slowly, early, clearly, and etc.

#### E. Preposition

Prepositions are sentences or groups of words that used before a noun or pronoun to indicate location, position, time, or manner.

For example: **on** the table, **in** the house, etc.

#### F. Conjunction

The term conjunction is used to connect clauses or sentences, as well as to coordinate words within the same clause; and, if, but.

For example: Adi and Ana.

#### G. Determiner

Determiner is a word such as the, some, my, etc. that appears before a noun to indicate the context in which the noun is being used.

For example: These apples are good.

### 3. The important of vocabulary

The foundation of every language, especially English as a second language at the primary, intermediate, and advanced levels, is vocabulary. According to John Dewey (1910) in Efendi (2013) According to the author,

because a word can signify many different things, vocabulary is a crucial tool for thinking about the meaning to be represented in a language.

Coady and Huckin (1997:5) claim that learning a foreign language requires a large range of vocabulary. As a result, mastering vocabulary is a requirement for mastering the four language skills. A person with a restricted vocabulary may struggle to communicate in a foreign language and will be unable to improve their language skills. In this scenario, vocabulary is really important for communicating.

#### **4. Definition of Vocabulary Mastery**

As Penny points out, vocabulary is crucial when teaching English (1991:60) the terms we teach in a foreign language are referred to as vocabulary. The development one of the most significant components of learning English as a foreign language is developing a vocabulary. A persons' knowledge of a high number of words is reffered to as vocabulary mastery. More than only the capacity to recognize the meaning of words is required for mastery. In other words, learners who can recognize the meaning as well as comprehend form, grammar, meaning, and word creation are said to have excellent vocabulary mastery (Ur, 1991 : 60).

Vocabulary mastery definition from Alqahtani (2015) He thinks that mastering vocabulary is critical for expressing ourselves and understanding what others are saying. Because vocabulary mastery is a key aspect of language learning, we will find it difficult to learn a foreign language without it. A

person's complete understanding or outstanding ability in a subject is referred to as mastery.

The researcher concludes that language mastery is important based on the above description an individual's considerable competence in a language in using words to express themselves and be understood by others, which is built to their personal interests, goals, and motivation. It also connects to other fields like writing and reading. In this final project, Students' ability to learn the meaning of words through a game is referred to as vocabulary mastery.

## **5. Teaching vocabulary**

According to Brown (2007:8) knowing is the process of causing someone to know or comprehend something, whereas teaching is the process of explaining or assisting someone in learning a new skill. Cahyono and Widiati (2008) According to the author, the goal of vocabulary instruction is to help children understand new terms, expand their vocabulary, and communicate effectively. As a result, the teacher should use a range of techniques to teach vocabulary in order for students to grasp the subject rapidly.

One of the most crucial aspects of vocabulary mastery is for teachers to understand that language learning often entails a vast quantity of words, making memorization challenging for students. The teacher must also be aware of the factors that affect the ability of students to memorize.

If they want to offer new language to their students, most English teachers must remember a few things. This indicates that if an English teacher

wants students to memorize new vocabulary, he or she can teach them through studying, practicing, and revising. According to Alqahtani (2015), in order for students to be motivated and enjoy in the activity of teaching process in the classroom, the instructor must be able to comprehend the material. According to Brewster, Ellis, and Girard (1992), there are various techniques for teaching vocabulary in journal Alqahtani (2015):

A. Teaching vocabulary using objects

Using objects to teach vocabulary can help students remember it. Because objects are very reliable to memorize vocabulary, introduce new vocabulary by presenting original objects allowing students to remember and memorize a few more words.

B. Teaching vocabulary using drawing and pictures

The teacher can take advantage of this approach by drawing objects on the board or utilizing a flash card, and using magazine images, photos and wall graphics. It also helps students and remember the vocabulary they have learned in class.

C. Teaching vocabulary using mime, expressions, and gestures

Teachers can employ a variety of instructional gestures including hand gestures, face expressions, pantomime, and body motions, so on. Furthermore, the teachers can use several movements or expressions that are spoken and have students to guess their meanings. Many teachers who teach a second language use movement to improve students in their learning by making vocabulary easier to learn and memorize.

D. Teaching vocabulary using numeration

Technique is a list of all elements in a certain order.

For example: the teachers can include a list of number or alphabet letters (a table, a chair, a stool, etc). This means that by using this technique can understand difficult words by explaining visually.

E. Teaching vocabulary using translation

Using translation teacher can be easily to teach vocabulary. Teachers can know the understanding of their students, determine the significance of the error, or make a mistake. This method, similar to the concept of obtaining vocabulary, and saves a lot of time.

F. Teaching vocabulary using game

There are many methods to teaching vocabulary, one of them is using game. According from Hadfield (1996:5) game are activities that have rules, goals, and a sense of fun. A game many benefits towards language learning, games are also motivating since they are both entertaining and



competitive. According to Wright et.al (2006:1) games are activities that are interesting, involving, and often demanding, and in which learners are involved and usually interact with other people. Word games are an effective, entertaining, and helpful activity for boosting students' vocabulary mastery in the classroom.

## **6. Testing vocabulary**

A test is a method of determining someone's skill, comprehension, or accomplishment. Test, according to Brown (2004: 3), is a tool that consists of a set of procedures, operations, or objects that the test-taker must complete. Testing vocabulary according Ur Penny (1996), as follows:

### **a. Multiple choice**

Multiple choice questions are tough to write and grade, but they are simple to grade if the answer is evident. It should be noted that the test that knows the answer has a 25% probability of guessing correctly. In Ur Penny, there are two examples: (1) there are more options, allowing for better and more subtle distinctions in meaning (2) there are double choice questions that are solely denotatively examined.

b. Matching

According to Ur Penny, there is an appropriate object to be tested in matching, which is only the meaning or the sole thing being tested. Matching will be easier to write than some of the other options.

c. Writing sentence

This technique, according to Ur Penny, is difficult to use and difficult to evaluate objectively, but whether it is effective for measuring knowledge is still questionable. Although the spelling and pronunciation of the items were not tested, the majority of the other qualities were.

d. Dictation

Just introduction and spelling, according to Ur Penny's dictation. Students can understand the meaning if they can recognize and spell the product correctly, and it is very difficult to ponder, especially new terms that are not yet familiar to students.

## **B. The Concept of Game**

### **1. Definition of Game**

Should keep students motivate in the lessons they are learning during the teaching and learning process, teachers must develop interactive learning methods. One method for assisting in the learning process is to use games. According to numerous researchers, there are some definitions of games. According to Hadfield (1998:5) states that there were two classification of language games, he divided it into accuracy language (focusing only on the

accuracy of a language) and as well as interactive games (this is based on the successful exchange of a single word or information). Because it may provide a demanding and entertaining exercise, games have become an important aspect of teaching and learning that can be employed at any grade level. Students are also less likely to become bored with lessons when they play games.

According by Wright (2006:1), a game a very interesting, charming, and difficult activity in which students are involved and usually interact with others. When students play games, they will be interested and excited. They will be fired up to beat their rivals. Students will be interested and excited when they play games. They will be pumped up to challenge their players. Competition is important when playing games since it can motivate and excite students to participate in activities because they typically would like to best the other groups.

Martinson in Akdogan stated that “Games are excellent teaching tools because they provide students in real situation where they can try many possibilities without fear or failure. Playing games allows us to develop strategies, evaluate options, and think in a flexible way”. Games are actions with certain rules and goals that are also fun. Next, the game is one of the most powerful motivators that might attract the attention of children. For students, games are usually pleasant entertainment. By using games, they can attract their interest.

According to the above definitions and objectives of games, a game is a teaching and learning medium having rules, a goal, and a fun factor that is extremely effective for teaching and learning a language.

## **2. Types of Game**

There are some types of games for the language learners according from Wright et.al (2006), they are:

### **A. Care and share**

'Care and share' games are those in which pupils feel comfortable sharing personal information with other students.

### **B. Do: move, mine, draw, obey**

Students are required to do something nonverbally in response to texts that are read or heard.

### **C. Describe**

The students are given the task of describing something to another student in such a way that the other learner can accomplish something by speaking or writing about it.

For example: draw a picture.

### **D. Connect, compare, match, group**

The learner is asked to link, compare, match, or organize different pieces of information, such as photos or text, objectively or subjectively.

#### E. Order

The students are challenged to combine information in a subjectively or objectively determined order of quality and significance, or to place words, pictures, and objects are either subjectively or objectively placed in developmental order.

#### F. Remember

The learner learns to remember information before communicating what he or she has learned.

#### G. Create

The learner is challenged or use their imagination to create a story, a poem, or other type of material.

### 3. The Advantage of Games

According to Wright et al stated “many learners are encouraged to keep their interest and work going by playing games” (p.2 ). When utilized in the classroom, games brought several benefits to language teachers. One of the benefits is that when students play games, they are more enthusiastic about learning the language. One of the most fundamental characteristics among the human mind is motivation, according to Dornyei (2001:5) noting that both teachers and researchers will agree that motivation plays a critical part in deciding whether a student succeeds or fails in any learning setting. The followings are some opinions of game advantages proposed by some other experts:

Brewster (2002) proposes the benefits of playing a game to learn a language, there are:

1. Learning can be made more interesting by playing games.
2. Games offer 'hidden' opportunities to practice certain language patterns, vocabulary and pronunciation.
3. Games can help students communicate with one another, providing fluency, practice, and reducing instructor authority in the classroom.
4. Games can create fun classroom environment for teachers and students.

#### **4. Kinds of Games**

Hadfield (1999:4) defines that language games can be classified in two ways. First, there are two types of language games: linguistic and communicative games. Linguistic play must be performed with accuracy to make communicative game depends on the successful transfer of data and ideas because the pair recognizes the comparison between two images that are similar but not identical. Proper use of language, as well as basic skills, are not sufficient to fulfill communicative purposes.

The second taxonomy used by Hadfield is to compare language games that fall into more than one category. Some games, such as comparison or communicative games, will combine elements from both types.

1) Sorting, ordering or arranging games.

For example: Students are given a deck of cards with a variety of objects on them and are instructed to arrange them into categories similar to those found in department stores.

2) Games of information gap.

Students were asked their partner to look for missing information in order to finish an assignment or project, or to collaborate on a problem solution.

3) Search for games.

To complete a questionnaire or solve a problem, the player must collect all or most of the information provided.

Example: a vegetarian is someone who only eats vegetables. Students move about the room, completing their own grids as well as their classmates' grids by asking and answering questions.

4) Exchanging games.

Players have articles or thoughts they would like to share with the rest of the game. The game goal is to strike a deal that benefits both parties.

5) Role play games.

Although the terms *role play*, *drama*, and *simulation* are sometimes used interchangeably, they are not comparable. Students can take on roles they have performed in real life or are playing, such as customers in a restaurant, in simulations. Most drama performances are planned, but role-playing and simulations require students to put their own words forward, although preparation is often helpful.

6) Board games.

Scrabble is a popular board game that places a strong emphasis on vocabulary.

7) Matching games.

Matching pairs of cards or photos is the goal of this game. Everyone has to find a pair that has a card or picture that matches them.

Example: Students face down 20 word cards, consisting of 10 pairs each, in random order. Using their memory, each individual turns two cards over at once, with the aim of turning over the matching pairs.

## 5. Scattergories game

In order to engage students in the subjects being taught, teachers must introduce compelling learning tools to the teaching and learning process. The usage of games is one way that can aid the learning process. According to Wright (2006:1) the game is a very fun, engaging activity in which students



engage and interact with other students. When students play games, they will become excited and happy. One of them is Scattergories game.

Scattergories game is the variations of the category game and can build general word learning. In journal fayrouz (2017) definition Scattregories stated by Phinebaugh (1988) said that “Scattergories in this game basically requires the development of critical thinking skills in relation to categorizing information. Husein (2017) stated those who have beendesigned as Scatergories are given a time restriction and a random alphabet letter, and they must make unique objects that fit within a list of categories. Players soon learn to find multiple alternatives in each category, if possible.

Scattergories are usually played by 2-6 people. People playing Scattergories game must write the words of the initials listed and the answers from each player must be different from other players. For example, the word that comes out is the word "C", so students must write a word that start from the letter "C" like "C" for the word "Cat" and the category animals.

Based on the example above, Scattergories is a great game to teach in language lessons, especially when it comes to vocabulary. It encourages students to think quickly while classifying words. This game can help students enhance your vocabulary, speaking skills, knowledge, and other languages abilities. Teachers can use this game to assess students' knowledge of word order in certain subjects.

According to Yuliansyah and Syafei teachers may use this game to monitor their students' vocabulary competence and teach vocabularies depending on the letter categories they have. As a result, while playing the game with their peers, students will recall the language they have learned, making studying English more enjoyable.

## **6. Teaching Vocabulary Using Scattergories game**

Teachers should be able to use various methods when teaching vocabulary using interesting methods, which can make students excited and have fun with what they are learning. Then, the researcher used Scattergories game to learn vocabulary. According Hasbro (2003) how to play Scattergories game, can follow this:

- 1) Form a group of 4 until 5 people.
- 2) Each player takes an answer sheet that has 5-10 blank columns for each category. The answer sheet from teacher, the categories played are Animal, Rooms, Fruits, and Occupation.
- 3) Gives 3-5 minutes to look up words related to the letters mentioned.
- 4) Within the allotted time, each player writes answer on the first line on paper, words, or terms that match each category and begin with the first letter drawn before the roll of paper.
- 5) When students know the word, they are asked to categorize it.

Example:

Letter	Animal	Occupation	Rooms	Fruits
D	Dog	Doctor	Dining room	Dragon fruit

- 6) When the time runs out, all players must finish writing, and each player takes turn reading out their answer for each alphabetical category obtained in the session.
- 7) The players gets 5 points for answer that duplicate other answer in that round. Then for scoring, we circle the matching answer and we got 10 scores. The highest score is the winner. Players who do not give answers are given a value of 0. Players cannot have more than one answer in each column. The player with the highest points wins the game.
- 8) The second round starts when the player completes all games on the five lines that have been determined in the first round, and so on.
- 9) Make sure students write the appropriate word for each category.  
  
For example, students write ‘Dog’ for the letter D under category *animal*, ask what the characteristics of the animal are. Students give arguments as a form of their critical thinking.

Example of Scattergories worksheet:

<u>Animal</u>	<u>Fruit</u>	<u>Occupations</u>
Ant	Apple	Actor
Bear	Blueberry	Businessman
Cat	Cherry	Chef
Dog	Durian	Doctor
Monkey	Melon	Manager
Pig	Papaya	Pilot

### C. Review of Previous Studies

**Table 2.1 Review of Previous Studies**

No	Previous Study	Similarity	Difference	Result
1.	<i>“Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo”</i>	Using Scattergories Game	The difference between previous research with this research is the subject of research. The subject of the previous research is seventh grade students of Junior High School, while	The result of this researcher is Scattergories game was effective to improve students’ vocabulary.

			<p>the subject of this research eight grade of junior high school. And in previous studies, the researcher's research is that technique used in teaching are using vocabulary. Those previous study are using improving vocabulary mastery. Then the researcher wants to measure the effectiveness of using Scattergories Game technique in teaching vocabulary.</p>	
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2.	<p><i>“The Effectiveness of Category Game in Teaching Vocabulary to The Seventh Grade Students’ of Mts Miftahul Ulum Balong Ponorogo in Academic Year 2016/2017”</i></p>	<p>Using Scattergories Game</p>	<p>The difference previous research with this research is the subject of research. The subject of the previous research is seventh grade students of Junior High School, while the subject of this research eight grade of junior high school.</p>	<p>The result of this researcher is a significant difference on students’ vocabulary achievement who are taught by using Category Game strategy.</p>
3.	<p><i>“Implementing of The Mind Mapping Model with Scattergories Game in Improving</i></p>	<p>Using Scattergories Game</p>	<p>The difference previous research with this research is the subject of research. The subject of the previous research is</p>	<p>The result of this researcher is the application of the Mind Mapping</p>

	<p><i>Creativity and Learning Outcomes in National Education Materials of The Six Grade Students' of MI Nurul Huda Cimanggis Depok''</i></p>		<p>six grade students of Elementary School, while the subject of this research eight grade of junior high school. And in previous studies, the researcher's research is that technique used in teaching are using vocabulary. Those previous study are using implementing of the mind mapping model with Scattergories Game. Then the researcher wants to measure the effectiveness of using Scattergories</p>	<p>Model with Game Scattergories has succeeded in improving.</p>
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			Game technique in teaching vocabulary.	
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There are some previous studies showed that Scattergories Game method is effective in vocabulary mastery. The first previous study is from Wiraldi (2020) entitled *“Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo”*. The researcher used pre-experimental research design. The sample of this research consist of 30 students from seventh grade in SMP Negeri 8 Palopo. The result of this research is Scattergories game was effective to improve students’ vocabulary. It can be seen in the result of hypothesis testing through Paired Samples Test. In this research the significant value of this can be proven by the results of the pre-test students with an average score of 58.8333 and an average post-test score of 85.7000  $t_0 (t_{count}) = 21.604$  and df ((degress of freedom) based on these result, namely  $21.604 > 2.045$ , from these results the research concluded that  $t_0 (t_{count})$  is higher than  $t_t (t_{table})$ ,  $t_0 > t_t$ . It means the alternative hypothesis accepted and the null hypothesis rejected. So, there is significant difference between vocabulary mastery before and after using the Scattergories game

The second previous research is from Maharani (2017) entitled *“The Effectiveness of Using Category Game in Teaching Vocabulary to The Seventh Grade Students’ of Mts Miftahul Ulum Balong Ponorogo in Academic Year 10`6/10`7”*. The research used quasi-experimental research design. The sample of this research consist



52 students (26 students of experimental class and 26 of control class). The result of this research is a significant difference on students' vocabulary achievement who are taught by using Category Game strategy. It can be seen in the result of hypothesis testing through t-test. In this research the significant values of the result of this shows that the average of pre-test of experimental class is 63,192 and the average of post-test is 77,807. The value of  $t_{\text{test}} = 5,272$  is consulted with 5% significant level with db 20, that is 2,01 ( $t_{\text{test}} > t_{\text{table}}$ ) so  $5,272 > 2,01$ . So hypothesis alternative is accepted and hypothesis null is rejected.

The third previous research is from Pudjiastuti (2018) entitled "*Implementation of the Mind Mapping Model with Scattergories Game in Improving Creativity and Learning Outcomes in National Education Materials of The Six Grade Students' of MI Nurul Huda Cimanggis Depok*". The researcher used Classroom Action Research (CAR). The sample of this research consist of 34 students of six grade of MI Nurul Huda Cimanggis Depok. The result of this research is the application of the Mind Mapping Model with Scattergories Game has succeeded in improving. It can be seen from the result of calculating mean in cycle III. It showed that mean score in cycle I the average score of 69.22, in cycle II a score of 74.18 and in cycle III the Application of The Mind Mapping Model with Game Scattergories managed to score 77.90 points. So, succeeded in increasing the Learning Outcomes variable in National Legislation Materials and Creativity in achieving student completeness. The conclusion of the study is the Application of the Mind Mapping Model with Game Scattergories has

succeeded in improving Learning Outcomes in the Material of National Legislation Regulations and Creativity of Grade VI MI Nurul Huda Cimanggis Depok.