

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented some theories as the basis of the research. It covers about vocabulary mastery and game. The explanation of each literature is explained briefly as follows:

A. Vocabulary Mastery

1. The Definition of Vocabulary

Vocabulary is an important aspect in language teaching. To understand a language, it is needed to master the vocabulary first. In Oxford Dictionary, vocabulary is list of words in a language, and their meaning especially in a book for learning a foreign language. So, learners must be making opportunities to achieve their potential or skill in English.

English has four skills that must be mastered by learners such as listening, speaking, reading, and writing. Of course to master these skills, learners have to master the vocabulary as much as possible. Jack C. Richard and Willy A. Renandya (2002:255) state that, "Vocabulary is a core component of language proficiency and provides much of the basis how well learners speak, listen, read, and write." All of skills are easier to be reach if learners master these skills well. Beside the definition about vocabulary, in the research of Choyimah (2011:202) vocabulary is the building block of language. Without vocabulary, language especially English hasn't meaning and can't be understood. That is why learners need to learn more about vocabulary as the pillar of language.

Here, it can be concluded that vocabulary is the main component to help learning foreign language, especially English. With vocabulary, English can be understood because it has

meaning, they also can reach four skills of language such as writing, reading, listening and speaking easily.

2. The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. In line with Richard & Renandya (2002), vocabulary is a core component of language proficiency, it provides much of the basis for how well learners speak, listen, read and write. If learners have enough vocabulary, it is make them easier to know the meaning what they listen and read. Besides that, they can improve their ability in English since a great number of words are needed for the real language use if they have an extensive vocabulary.

An extensive vocabulary aids expression and communication. If learners mastered vocabulary, it makes learners easier to understand English. It is not far from teachers' responsibility in language teaching. Based on the curriculum of English in Indonesia, vocabulary should be integrated in the process of learning which is based on curriculum-based competence. It shows that many ways to achieve students' vocabulary mastery should be given by language teaching.

An extensive vocabulary helps learners share their thoughts and feelings with others more effectively. An extensive vocabulary is also central to reading comprehension: The larger a reader's vocabulary, the easier it is for him or her to understand the meaning of a text (National Reading Panel 2000). It shows that vocabulary is important to understand what they read or feel indirectly through reading, hearing, or feeling.

Vocabulary, much more than grammar are the key to the learners to understand what they hear or read. According to Astya in Cahyono & Kusumaningrum, (2011:127) vocabulary is one

of the language components that need to be mastered by the learners when they are studying English. The learners will have difficulties to know the meaning of a language without having enough vocabulary.

It can be concluded, vocabulary is central element of foreign language especially English that must be mastered by learners, because without sufficient vocabulary and an extensive vocabulary, learners will have the difficulties to learn English. On the contrary, if learners understand the meaning of a text (that reach by mastered vocabulary) it makes them can speak, write, read, and understand English easily.

3. Types of Vocabulary

A vocabulary means both a list of words and the range of words known by any one person. According to Judy (2007), there are four types of vocabulary; these are:

1. A read vocabulary; it is a passive vocabulary. It means that the words understood by the readers when they reading a written text. They also understanding a word's spelling, meaning and the exact meaning in its context.
2. Listening vocabulary; it is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. Listening vocabulary are the words that listeners hear and understand.
3. Speaking vocabulary is vocabulary that speakers use when we speak.
4. Writing vocabulary is the words we can retrieve when writers write to express themselves.

Montgomery (2007) says that vocabulary intervention involves three tiers; first tier basic words (happy, clean, fast). Second tier; high frequency words; mature language users; multiple

meanings; used in many settings (cluster, sympathy, estimate). The last is third tier; low frequency, specific to classes such as: science/math/social studies (lathe, chasm, and warp). Debbie (2010) added too, vocabulary has three tiers that need students to learn. Debbie (2010: 58) calls it TWIPs (key terms, words, idioms, and phrases). Beck, McKeown, and Kucan in Haynes Judie and Zacarian Debbie (2010: 58) offer a three-tiered model to teach TWIPs:

1. Tier 1 includes basic words or phrases that do not need explanation, are commonly used in everyday conversation, and are familiar to most English-fluent student (e.g., blue, pencil, chair)
2. Tier 2 includes words or phrases that are used in a variety of contexts but that need explanation because they are more descriptive or precise – *conductor* rather than the Tier 1 *driver*, for example or *pleased* rather than the Tier 1 *happy*. Calderon (2007) also places such linking words as *so, at, into, within, by, if, then, and because* in this category.
3. Tier 3 includes words or phrases that are not commonly used, are limited to a particular context, and are not likely to be used outside the classroom (e.g., *photosynthesis, quadratic equation, iambic pentameter*).

There are two kinds of vocabulary acquisition, they are direct and indirect. Haynes and Zacarian (2010) state that direct learning happens when students are explicitly taught vocabulary for specific purpose, on the contrary indirect learning happens when students acquire vocabulary by hearing vocabulary in school or home or in other place, or by reading. All of them can use by learners to increase their vocabulary.

In other hand, Hatch and Brown in Alqahtani (2015: 25) stated that there are two kinds of vocabulary namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

4. The Goals of Vocabulary Learning

Vocabulary is a core component of language. Nation (2001:380), stated that the goals of the vocabulary will increase learners' usable the size of vocabulary and help learners acquire effective control of a range of vocabulary learning and strategies. Usable here implies that learners not only increase the vocabulary that they know, but also learners develop the fluency and skill with which they can use their vocabulary in the four skills; listening, reading, speaking, and writing.

Vocabulary has specific goals of vocabulary learning that used in foreign language classroom especially English classroom. According to Nation (2001 : 395) the goals of vocabulary learning are:

- a. Principle 1: Learners should know what vocabulary that they learn, what to learn about it, how to learn it, how to put it to use and how to see, how well it has been learned and used.
- b. Principle 2: Learners should continue to increase the number of their vocabulary and enrich the words they already know.

- c. Principle 3: Learners should use word frequency and personal need to determine what vocabulary should be learned.
- d. Principle 4: Learners should be aware of what is involved in knowing a word and should be able to find that information about particular words.
- e. Principle 5: Learners should be familiar with the generalizable language systems that lie behind vocabulary use.
- f. Principle 6: Learners should know how to make the most effective use of direct, decontextualised learning procedures.
- g. Principle 7: Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development.
- h. Principle 8: Learners should be aware of, and excited by their progress in vocabulary learning.

B. Games

1. Definition of Games

In teaching English especially for Junior High School, teachers should have interesting strategy. Teachers who only focus on manual books to teach English will make learners feel bored. To overcome it, teachers have to use interesting and different strategy for example by giving game. Game is an activity which has rules, a goal, and element of fun. (Hadfield in Cahyono & Mukminatien., 2011:40). In the classroom activities, element of fun from a game, has function to make teaching learning process more interest and don't make learners bored.

The using of games can drill learners to discipline and compete with others because it has rule. Khan (1991) stated, game is an activity which is done by certain rules. It can be teachers' responsibility to guide their learners to obey the rules. If learners understand the rules of the game, the teaching learning process will be successful and they will get the material while they play the game.

Although games have many rules that must be obeyed by the players in this case are learners, game still enjoyable. According to Heinich et al., (1990:330) game is an activity that has rules in which must followed by participants, and the rules differ from those of reality as they struggle to attain the challenging. It can be explained and introduced a target of language especially vocabulary indirectly while learners play a game.

Of course, if teachers use a game in teaching learning process teachers will repeat that game in the next meeting, in other word it is not used for once. According to Cahyono and Mukminatien (2011),

Repetition plays a very important role in giving exposure for learners. They will take the advantages by knowing repetitive action. The more they listen and practice to use the new words, phrases and sentences, the more they are familiar with the new language.

Its shows that teacher can use the same game repeatedly. With the repetitive treatment, learners indirectly use the new vocabularies or words, phrases, or the structure of sentences.

So, it can be concluded that game is an activity which has fun element and rules, and game can used as media in teaching learning process since it related to the material in the syllabus. But teachers' responsibility is needed in this case to get learners' understanding. The same game can use by teachers not for once; it does not make learners bored because game is a fun activity. Instead learners can increase their vocabulary because the repetitive exposure.

2. Kinds of Game

Nowadays, there are many kinds of game that has certain function. According to Tayler (1984) in Marisa (2009), game has classification based on the function. Such as;

1. Conceptual Games

These are games which develop one or more cognitive abilities in the child. These include the ability to categorize, identify similarities or differences of use, property, weight (singly or in combination), understand and express the notion of time.

2. Visual Perceptual Tasks

These are games which help the child develop abilities similar to the above (perceiving and similarities or differences) but mainly through the visual channel. They also help the child understand space, size, relative location, and colour.

3. Auditory Perceptual Tasks

These are games or game like activities with concentrate on developing abilities similar to the above but mainly through the acoustic channel and help the child develop auditory perception skills.

4. Fine Motor Tasks

Any type of activity which involves children in developing motor skills, coordinating movement, such as tracing a route through a maze, or cutting around a design, filling it in with colour are typical examples.

5. Artistic Activities

Any activity which aims to develop the child's awareness of the world of the arts. Drawing, painting, making collages are good examples.

6. Material Play

Any play which involves children in manipulating materials such as clay, sand water, plastic, in which the children mould or change the shape of it. Making plasticine animals or making sand castles on the beach or in the sand pit belong to this category.

7. Physical Play

Includes, running, wrestling, rolling around the floor, playing hide-and-seek and helps children become aware of their body, its potential and its limitations.

8. Representational Object Play

This type of play involves the use of small objects symbolizing the real world, such as toy cars, zoo animals, dolls, etc. through these; the child can interact and learn more about the world and its working.

9. Fantasy Play

Any kind of play in which the child steps out of this world and enters the world of make believe, e.g. playing house or playing become teacher and students. These games help the child consolidate knowledge and awareness of pattern of behavior of the adult world, and the interactive skills that go with them, rehearsing as it were for a time when she/he will have to perform similar roles as an adult.

According to the classification above, the games engage children to help developing different abilities, with obvious overlaps in some cases. Games in the foreign language class

especially English can be used to build the learners' motivation to come to the topic of the materials.

3. The Advantages of Using Games in Teaching Learning

Games have many advantages so it can used to teach in language class. According to Nurhajati and Wicaksono in Cahyono and Mukminatien (2011: 41), the advantages of using games in class are;

1. Games make the class fun,
2. Playing a game has a purpose to it, an outcome,
3. Learners get to use the language all the time during the games, and
4. Games will prevent them from getting restless and bored.

Cahyono and Mukminatien add, "in language teaching especially teaching vocabulary and teaching grammar are better if teacher connected the material with the learners' world so that learners easier to practice and communicate". While learners playing games, they do not know that they are studying. By giving fun experience, it will attract and motivate them to know more about the language that they learnt. It shows that games make learning more fun so they are willing to participate.

Groof et al (2010: 19) states that games as learning systems have many advantages, such as:

1. Games as trigger systems

Games can be used to create a scenario or experiential context for understanding around a topic, issue, or principle that a teacher can build on.

2. Games as documentary systems

Games can be used to document evidence of student ideas and understanding.

3. Games as reflective systems

Teachers can use the context for decision –making and as a way to discuss why decision were made in a certain way, or other reflective aspects of the game.

4. Games as assessment systems

Certain games afford the opportunity to use the game as an environment where learners can demonstrate their understanding.

Besides that, according to Sugar (2012), there are ten of best reasons for using classroom games. These are:

1. Games are fun with a purpose

Games created a cognitive engagement between the learners and the topic in a flowing, smiling environment games celebrate the topic and reward the individual and group achievement. Games bring fun and energy in learning process.

2. Games provide feedback to the learners

Learners want and need feedback on their performance. Games give them immediate feedback on the quality of their input, their successes and their error. With the appropriate corrective feedback, this can become an invaluable learning opportunity.

3. Games provide feedback to the teachers

Games provide a practice field where learners interact with the topic, demonstrating their knowledge and ability to apply the information. By observing the real time demonstration, the teacher can adjust the subsequent level of lecture, reading and interview accordingly.

4. Games are experiential

Learners need to do and to try things on their own. Games provide an environment that transforms the passive learners into an active part of the learning process where they can connect their dots and experience their ideas.

5. Games motivate learners

Games engage players and then motivate them to interact with the topic. The interaction drives players to demonstrate their understanding of the topic in a friendly contest where successes are memorable moment of share triumph and celebration and where mistakes mean only that the learners being stretched to their own limit.

6. Games improve teamwork

Games are real time activities that bring players into teams, demonstrate the rules and roles of working together as a team, and underscore that value of team collaboration. Games give the learners a chance to know their peers as they share the same real time experiences, allowing for strong networking and bonding.

7. Games provide a less threatening learning environment

Because the games format is playful, the inherent challenge of the material, even new or difficult material, is less threatening. During game play, seemingly difficult questions and scenarios are just part of the game. And teacher can use the window following response to build a bridge between the topic and the learners.

8. Games bring real world relevance

Games allow the teachers to present real word information in the form of questions, scenarios, role plays, and so forth. In this way, players learn not only the “what” but also the “why” of the topic from areas world perspective. Players also observe their own behavior and that of other during game play. Post-game debriefing give insights into those behaviors into thoughtful example observed during game play.

9. Games accelerate learning

Games allow the teachers to compress your topic and demonstrated learning into shorter periods of time, accelerating the speed of learning. The visual presentation, oral interactions, and active participation of game play appeal to all of learning styles (visual, auditory, and kinesthetic), involve both the rational and experiential mind and help players remember what they have learned.

10. Games give teachers’ choices for his/her classroom

Games allow teacher to add variety and flexibility to your teaching means. Games can allow teacher to do any or all of the following: (a) Increase the level of learners’ involvement. (b) Vary of level the skill and knowledge. (c) Customize to any sizes of audiences, even one on one. (d) Vary the type and level of activity. (e) Vary the level of classroom control. (f) Introduce or review topics or both. (g) Vary the mix of theoretical and practical information.

Vocabulary games actually invite learners to learn new vocabulary without any burden. As the result of playing such games, the learners are highly motivated by the variations of games that are used by the teacher (Huyen in Cahyono & Kusumaningrum, 2011: 121). Several new vocabulary items have been added up to their memory whether they realize it or not.

Learners in Junior High School level especially the first grade still like to play games, and games have many functions. Coleman (1967) states there are many functions of learning while playing. First, game will increase the success of the learning process if done seriously. Second, games invite learners to come to the real life. And third, games cover active participation so games more efficient than passive teaching.

The variations of game will give good impression for the learners especially for the first grade of Junior High school. Because learners indirectly learn with play, and it gives the therapeutic effect for themselves.

Harmer (2007) stated:

Games are vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class.

Kirschner et al.(2006) in Moursund (2007) says that with aid of teachers, learners can learn to be more reflective in such learning environments, and learning goals can be made more explicit. Learners can be taught to do met cognition (thinking about their thinking) and use this reflective practice as an aid to their cognitive development.

It can be concluded, a good game has many advantages such as modify the usual routine in teaching learning process, motivate student to make big effort in language class, and invite students more active. Game also can develop the language skills like speaking, listening, writing, and reading. But, teachers are being able to choose a good game that appropriate with learning objectives.

C. Shop-N-Spree Game

1. Definition of Shop-n-Spree game

Recently, there are many teaching vocabulary media that have been created in order to fulfill the learners' needs. Harmer (2008) states there are several types of media that can be used to teach vocabulary, one of them is vocabulary games. Shop-n-Spree game is game from Big Fish game. This game has mission to look for an item in a shopping center.

2. The rules

1. Basics

- When customer comes in, their shopping list will be displayed in a balloon. Player should find the items on the shopping list and pull them to the customer.
- Another way to bring the items for the customer is click the items and then click on the customer who wants it.
- After player found all items in the shopping list, customer will pay and leave the shop.
- Reach the goal before time runs out.

2. Hints

- All levels have magnifying glasses glass hidden around that you can pick up for more hints. There are super hints items as well. It can help player find three request items.
- To use hint just click on the magnifying glass button and then select the items' name in the list. A highlight will appear around the matched item.
- Around each level there are two hidden tags. In this case player can give these to the customers for multiplier bonus.

3. Add objectives

- The assistant will bag player to help her find a certain item which is scattered throughout the store.
- Find all the scattered items and bring them back to their place by utilizing the same method used to find items for the customers.

D. Previous Research

Here, researcher summarizes some previous studies which are similar or related to teach vocabulary as guidelines for the researcher in conducting the new one and different from the previous studies.

The first research is “Using Pictorial Board Game to Improve the Vocabulary Mastery of the Seventh Graders of SMP Negeri 2 Pakel, Tulungagung” by Frila Kartikadewi (2009). This research uses Classroom Action Research design in that is implemented in two cycles. The instrument of this research is observation sheets, vocabulary quizzes, questioner for students, and also interview guides for the students and the teacher. Observation sheets and questioner are used as supporting information; meanwhile the data from vocabulary quizzes analyzed to measure the students’ vocabulary mastery. The result of this research showed that more than 75% of the students get score more than 75 (KKM) appropriate with criteria of success.

The second research was conducted by Dwi Firma Amiati entitled “The Effectiveness of Using Pictorial Puzzle in Improving Vocabulary Mastery of Seventh Grade Students of SMP

Islam Durenan Academic Year 2009/2010". This research uses experimental research with the quantitative approach. There are two steps like pretest and posttest with the control group. The Amiati's research tries to compare the result of two groups by using pictorial puzzle or not. The result of this research showed that there are significant differences in students after doing treatment. So, it can be said that Pictorial Puzzle is very effective to improve vocabulary mastery.

Based on these previous studies above, the researcher uses computer game software "Shop-n-Spree" game in teaching vocabulary. This research uses pre-experimental design with the quantitative approach and just takes one group without control group. Here, the researcher tries to compare students' score before being taught by using "Shop-n-Spree" game and after being taught by using "Shop-n-Spree" game.