

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers three major section: vocabulary, scrabble game, and previous study.

A. Vocabulary

1. Definition

Vocabulary is one of components of language that have to be mastered in learning language. Nunan (1999:101) states that vocabulary is more than lists of target language words. Renadya (2002: 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words. Vocabulary refers to as nouns, verbs, etc. words which carry meaning even out of context (Brewster and Ellis in Hughes and Taylor 2010:85).

Based on Meriam Webster vocabulary is a list of words, usually arranges alphabetically and defined, explained, or translated. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.

From the definition above, it conclude that vocabulary is a part of language that is used to communicate which consists of a large collection of word.

2. Types

There are two kinds of vocabulary, as follows:

- 1) Active vocabulary, words which the student understands, can pronounce correctly and use constructively in speaking and writing.
- 2) Passive vocabulary, words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

3. The Importance of Vocabulary

Vocabulary is important across the curriculum from language and social studies. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972:111–112) wrote that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Nation (1978:2) points out, learning and remembering a set of word are prerequisite in order to learn a particular language. It is unavoidable for not to give attention to vocabulary in learning a language.

Developing greater fluency and expression in English, it is significant for students to get more productive vocabulary knowledge and to develop their own learning vocabulary strategies. Teaching vocabulary help students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words”. English

language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

B. Scrabble Game

1. Definition

Based on Wikipedia scrabble game is a word game in which two to four players score points by placing tiles, each bearing a single letter, onto a game board which is divided into a 15×15 grid of squares.

In Oxford pocket dictionary scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have been already placed on the board.

In Cambridge dictionary a game played on a board covered in squares in which players win points by creating words from letters with different values and connecting these words with ones already on the board

2. Steps to teach vocabulary Scrabble game

To play scrabble game needs rules to play it. Based on Scrabble Hasbro the rules of playing the scrabble game as follow:

- a) The first player combines two or more of his or her letters to form a word and places it on the board to read either across or down with one letter on the center square. Diagonal words are not allowed.
- b) Complete your turn by counting and announcing your score for that turn. Then draw as many new letters as you played; always keep seven letters on your rack, as long as there are enough tiles left in the bag.

- c) Play passes to the left. The second player, and then each in turn, adds one or more letters to those already played to form new words. All letters played on a turn must be placed in one row across or down the board, to form at least one complete word. If, at the same time, they touch others letters in adjacent rows, those must also form complete words, crossword fashion, with all such letters. The player gets full credit for all words formed or modified on his or her turn.
- d) New words may be formed by:
 - 1) Adding one or more letters to a word or letters already on the board.
 - 2) Placing a word at right angles to a word already on the board. The new word must use one of the letters already on the board or must add a letter to it. (See Turns 2, 3 and 4 below.)
 - 3) Placing a complete word parallel to a word already played so that adjacent letters also form complete words. (See Turn 5 in the Scoring Examples section below.
- e) No tile may be shifted or replaced after it has been played and scored.
- f) Blanks: The two blank tiles may be used as any letters. When playing a blank, you must state which letter it represents. It remains that letter for the rest of the game.
- g) You may use a turn to exchange all, some, or none of the letters. To do this, place your discarded letter(s) facedown. Draw the same number of

letters from the pool, then mix your discarded letter(s) into the pool.

This ends your turn.

- h) Any play may be challenged before the next player starts a turn. If the play challenged is unacceptable, the challenged player takes back his or her tiles and loses that turn. If the play challenged is acceptable, the challenger loses his or her next turn. Consult the dictionary for challenges only. All words made in one play are challenged simultaneously. If any word is unacceptable, then the entire play is unacceptable. Only one turn is lost on any challenge.
- i) The game ends when all letters have been drawn and one player uses his or her last letter; or when all possible plays have been made.

From the explanation above, the researcher modified the model as follows:

- a) The students were divided into twelve groups consist of three up to four students.
- b) Each leader group was be rock-paper-scissor to determine who will pick the letters first.
- c) Each group took seven letters in the glass.
- d) The teacher explained rule of the game.
- e) The students was given fifteen up to twenty minutes to arrange and combine the letter and word that is available correctly
- f) After finishing, the teacher and students discussed the answer and the score
- g) The winner was the group that has the highest score.

3. The Advantages of Scrabble Game

According to Alfred Butts during the early 20th century, the game requires players to spell words based on previous words that have been spelled on the board. Playing Scrabble provides many advantages, those are:

a) Improve spelling and vocabulary

Scrabble game, undoubtedly improves the word spelling of kids.

Thereby, many teachers at the school recommend parents to play scrabble with their kids, especially those who are poor at spelling.

While playing the game, you can teach the kids the basic rules of spelling a word. They will definitely grasp the word and its spelling quickly. This game will also let your kids know new words and their meanings. While playing the game, if you put a new word on the board, the kids would positively be inquisitive about knowing its meaning and for sure will remember the word for the next time. This way, they will increase their vocabulary too

b) Creative and strategy

The brilliant game of scrabble allows the kids to use their own creativity to make new words from the letters provided. While playing the game, they are forced to creatively think of a fun and unique word than the ones already on the board, in order to score good and more than the other players. Some kids also show a smart

move by using their tiles to make new words in some specific area on the board to attain more points

c) Entertaining

The aspect that keeps Scrabble a household name is not the learning or educational advantage that it provides, but rather the fact that it is entertaining. Scrabble includes competition with other players; if a player uses her creativity to out-spell another player, she can win against opponents. The game normally takes under an hour to finish. Besides that, scrabble also spend a happy time, full of laughter and fun and of course free of stress will help the kids as well as adults to build stronger immune systems.

In addition, Rosidi and Falianti (2014) stated that Scrabble can be used in developing problem solving skills and is motivating for students. Furthermore, they also state several advantage of Scrabble Game, those are; Scrabble enhances memory skills, increases vocabulary, improves spelling and heightens strategic thinking.

C. Previous Studies

There are previous studies about teaching vocabulary. The first previous study is written by Patmasari and Suka entitled “*Increasing Students’ Vocabulary through Scrabble Game* (A case study of second grade of SMA Kartikatama Metro in the academic 2013/2014)”. The research method used in this research is one group pretest-posttest design. The subject of the research are the student in second grade of SMA

Kartikatama Metro. The finding of this research shows that the students' mean score of the pretest was 57.24 and the mean score of the posttest was 71.15. It was found that there was a significant increase 13.91. The research proves that scrabble game is recommended to be used by the teacher in increasing the student's vocabulary achievement.

Other research is *"Improving Students' Vocabulary Mastery by Using Scrabble at the Sixth Grade Students at SD Negeri 007 Bangun Purba"* conducted by Puji Prayitno, Dian Sukma and, Eripuddin, the students of English Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian. The research method that the researcher used is Classroom Action Research. The subject of the research were 32 students of sixth grade students of SD Negeri 007 Bangun Purba. There were 32 students, they were 16 males and 16 females. The researcher used two cycles. The result of their research showed that scrabble game could improve student's vocabulary

There are similarities and differences between this research and the previous research. The similarity between their research and this research is that the research focuses on improving vocabulary mastery by using scrabble game. Then the differences between their research and my research are the first research used one group pretest-posttest research method and my research use classroom action research; the subject in the first research is the second grade of senior high school students and the subject in the second research is sixth grade of elementary school. Besides,

the subject of this research is the second grade of junior high school students. So, it can conclude that this research is different as the previous studies