

CHAPTER 2

REVIEW OF LITERATURE

2.1 Learning Vocabulary

2.1.1 The Reason of Learning Vocabulary

In learning language, vocabulary becomes the basic aspect. Richards (2001:4) defines that vocabulary of the obvious components of language and one of the things applied in linguistic. Another researcher, Allen and Valette (1997:149) say that students who are involved into a new linguistic setting tend to pick vocabulary first and gradually develop a more accurate structural framework to use words. It means that vocabulary as the first thing should be mastered by the pupils who are learning a new language. As a new learner, neither younger or older students usually have a problem in learning vocabulary. It is a teachers' duty to fix it. As a good teacher, he or she has to solve it using a creative way. The teacher should explore his or her knowledge to find the techniques on how to teach vocabulary. Therefore the learning process becomes easier.

A good mastery of vocabulary helps the students to express their ideas precisely. By having many stocks of vocabularies, the students will get ease in learning language skills. It means that the students will minimize the difficulties in learning those language skills.

2.1.2 The Principles of Teaching Vocabulary

A teacher should know the principles of teaching vocabulary when he or she begins to teach vocabulary. According to Nunan (2003:135-141) there are four principles in teaching vocabulary, the first is focus on the most useful vocabulary

first, the second is focus on the vocabulary in the most appropriate way, the third is give attention to the high frequency words across the strands, and the last is encourage learners to reflect on and take responsibility for learning. This statement tells that there are many things that have to be done when teaching vocabulary in order to make the students understand about what they are learning.

2.1.3 Strategies in Teaching Vocabulary

In order to ensure students anxiety during the learning language certain techniques could be applied. One of the technique is learning language through fun activities. Among fun activities songs, rhymes and games are the most effective one to be used.

According to Shaheen (2009:168) there are some techniques in teaching language as follows:

1. Music

Music can be alternative ways when teaching language. It will help the teacher to attract the students' attention. Moreover it also help the teacher to reinforce the core of daily learning that taught at that day, such as teaching parts of body vocabularies. Cakir, 1999 as cited in Shaheen (2009:166) stated that every student has a natural taste for music and because of that English language teacher around the world use such enjoyable and supportive means for children to improve language learning and acquisition.

2. Rhymes

Action rhymes can captivate the students and help the teachers deliver the meaningful language learning. Action rhymes also help even beginners associate words and phrases with meaning. Repetition during rhymes is the

most important core. Students do not realize that they are learning English. They just feel happy. They do not find difficulties when they try to memorize it. They remember the whole rhymes with ease.

3. Games

Just like songs and rhymes, games also provide the wonderful atmosphere in the learning English class. It has proved by many research. According to Shaheen (2009:168) there are some reasons why using game in learning English is effective as follows below.

1. Game creates the fun class atmosphere. Students are willing to join in game. They do not just present at class, sit and listen what the teachers say. They enjoy themselves by joining in game.
2. Every game has purpose and outcome. In order to play, game has more specific purpose. Students have to communicate with their team if they want to win. Another purposes, they have to listen about the instruction. So they have to pay attention. If they do not pay attention, they will lose. Furthermore they have to be able to listen the attention and work in team. Addition games creates a good group working between students.

From all those strategies, the researcher takes conclusion that feeling anxiety, worry, or another bad feeling can influence the students' willing in learning language. To avoid it, the teacher needs a good way to solve this problem. One of the ways is teaching creatively, especially by using a game.

2.2 Spelling

Based on Cambridge dictionary spelling is forming words with the correct letters in the correct order. Or it can be called a group of letters representing a

word. But words in English are not spelled as they are pronounced. It becomes a problem. Children progress through certain stages of spelling development. Knowing this progression allows teachers to compel development through their instruction.

Some strategies were used in teaching spelling as cited from New South Wales Department of Education And Training.

- a. Encourage students to take **an active role** in the selection of spelling words, particularly by tracking words misspelt during written language activities. It means that the teacher can use daily task to help the students in learning process. For example, giving the students three or four words a day that they are really needed. Give them opportunities to practice it and give them feedback. Or the teacher can ask them to self correction about their task. So the students have a wide opportunities, learning while practicing.

According to Fulk & Stormont-Spurgin (1995) as cited at New South Wales Department of Education And Training, there were seven Independent strategies for self-correction and practice, as follows below:

1. The purpose of the strategy needs to be explained; for example, to improve your learning and memory of spelling words.
2. The strategy should be modelled, including thinking aloud to explain each strategy step.
3. The importance of effort combined with strategy use should be stressed.
4. Students should be required to practise naming the strategy steps until automaticity is reached.

5. The teacher should observe students as they use the strategy, providing relevant feedback, as needed.
 6. The teacher should instruct students to monitor their strategy use, using checkmarks and a list of steps, if needed.
 7. The teacher should emphasise the usefulness of the strategy not only in the classroom but also in other appropriate settings (for example, at home, after school care) to facilitate generalisation.
- b. Give the students additional support. It can be organized as a written homework. This is intended that students will get additional support and explicit teaching to gain the knowledge, skill and strategies needed in order to become effective spellers.
 - c. Include dictionary training and explicit teaching about the use of other authoritative sources for identifying correct spellings and locating the correct definition of words when several are provided.

2.3 Games

2.3.1 The Advantages of Game

Learning vocabulary is hard work that required to understand, produce and manipulated the target words. Games help and encourage the students to learn the taregt language easily. Games also help the teachers to create contexts in which the target words are useful and meaningful, so their students learn in fun and enjoy the contexts. In addition it can help the students to learn and retain new words more quickly. This condition, games can create a meaningful contexts in learning process (game based learning). Uberman (1998) stated that after learning

and practicing new vocabulary through games, students have opportunity to use language in non-stressful way.

Games are effective and advantageous in learning vocabulary. A friendly competition and cooperative learning can motivate the students and also create an opportunity to the students to work together. It improves the students' communicative skill and gives a chance to use a target language directly. Therefore, games bring a flexible way for students to communicate in English. The role of games can be denied in the English learning process.

2.3.2 Scrabble Game

2.3.2.1 Procedure of Scrabble Game

Based on the Scrabble game play book, the procedure are:

- a. The first player combines two or more of his or her letters to form a word, and places the word 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 the score for that turn. Then draw as many new letters as you played, always keeping seven letters on your rack, as long as there are enough left in the pouch.
- c. Play passes to the left. The second player, and then each in turn, adds one more letter to those already played to form a new word. All letters played on 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 other letters in adjacent rows, they must 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 by 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.
 - 3. Placing a complete word parallel to a word already played so the adjacent letters also form complete words.
- 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 your 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. Before the game begins, players should agree on which dictionary they will use, in case of a challenge. All words labeled as a part of speech (including those listed of foreign origin, and as archaic, obsolete, colloquial, slang, etc) are permitted with the exception of the following: words always capitalized, abbreviations, prefixes, and suffixes standing alone, words requiring hyphens or an apostrophe.

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. All words (not just one) made in one play are challenged simultaneously. If any word is unacceptable, the entire play is unacceptable.

Only one turn is lost on any challenge. Consult the dictionary for challenges only.

- i. **Ending the game:** 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.

2.3.2.2 The Strategy of Playing Scrabble Game

Based on the scrabble player handbook, there are some skills needed in scrabble game. They are :

- a. Luck Letter

The letters drawn from the bag and their compatibility with scoring places on the board.

- b. Skill Vocabulary

The knowledge of valid words, the ammunition with which you can arm yourself against the opponent. A player may have a vast word knowledge but little strategic skill to benefit from it. Conversely a player with a smaller but relevant vocabulary coupled with strategic skills is likely to be a better all-round player. Whatever the case may be, it certainly is not a luck factor.

- c. Anagram Skill

Ability to see words/anagrams from jumbled letters.

- d. Board Awareness

A ready awareness of the opportunities and threats on a board at any point.

- e. Probabilities

The ability to assess the likelihood of picking certain tiles from the bag to maintain a balanced rack and/or achieve bonus word plays.

f. Numeracy

The ability to quickly calculate scores for different plays in order to evaluate the best plays (which isn't always the highest scoring play).

g. Strategy

The ability to make creative plays, take timely risks, think ahead, know when to play many tiles or few tiles, and calculate best endgame plays.

In this case, the researcher modified all the scrabble rules. He did not use the rule of scrabble. That purposed in order to make the students could play freely. Here the modified rule by the researcher:

1. Firstly about the players number, the researcher uses a group player in one board consist of 6-10 students each group.
2. The words are formed from the picture given by the researcher.
3. The players place the word on the board to read either across or down with one letter on the center ★square.
4. The points of the word are not counted.
5. New words may be formed by:
 - a. Adding by one or more letters to a wors or letters already on the board.
 - b. Placing a word at right angels 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.
 - c. Placing a complete word parallel to a word already played so the adjacent letters also from complete words.

6. Tile may be shifted or replaced after it has been played maximum 5 changes.
7. Oxford Dictionaries is agreed to be a standard dictionary in this game.
8. **End the Game:** the players are given 45 minutes to play this game.

2.4 Previous study

Before the researcher did this research, the researcher checked other research to find whether there is same or similiar research with his research or not. The researcher found the similiar research. It belongs to Pisut Tunchalearnpanih entitled "Using Game on P6 Students' Vocabulary Learning". The objective of the research was to study the effect of using vocabulary games for improving vocabulary knowledge of Prathom 6 students of Praram 9 Kanjanapisek school, Thailand. The sample of the study was the 40 students from a room of five rooms which were chosen by simple random sampling. The procedures began with the class orientation followed by taking pre-test examination, writing self reflection form by 3 most developed, medium developed, and least developed students and finally analysing data. The experimental periode of the study is 6 weeks, 3 periods a week, of the second semester of 2012 academic year, totaling 18 periods. The finding were the post test score of most students were higher the pre-test score and self reflection form from the 9 students reflected in the same way. The game helped them to remember more words. Therefore the students' vocabulary knowledge was improved after they studied through games. The awareness came from students and teachers' experiences such as classroom management, clear instruction and motivation could be mentioned as the tools of succesful lessons.

The second is “The Effectiveness of Using Combination of Modified Game Tic Tac Toe And Jumble Word to Teach English Vocabulary of Descriptive Text to The Seventh Graders of SMP Negeri 1 Cerme-Gresik” by Nur Hamidah. In conducting her reserach, the writer used an quantitative experimental research by collecting the data through giving pre-test and post test. The writer used random sampling to choose which is the experiment and the control class of the seventh graders of SMP Negeri 1 Cerme. The data calculated by using t-test to find out the significant difference in vocabulary mastery between the seventh graders who are taught using combination of modified game Tic Tac Toe and Jumble Word and those who are not. The writer found that t-value was 3,76 with t-table 2,00. It meant that there was significant different in vocabulary mastery between the seventh graders who are taught using combination of modified game Tic Tac Toe and Jumble Word and those who are not or in other words the students’ vocabulary mastery was increased. Based on the the result, the use of the combination of modified game Tic Tac Toe and Jumble Word is appropriate technique to be used to teach English vocabulary of descriptive text to the students.

Both previous studies above are focused on the improvement or increase of the students’ vocabulary. The first previous study is not specifically mention what kinds of game are used in the research. In addition, the researcher give self reflection to the 3 highest, 3 medium and 3 lowest students. The second previous study uses the combination of modified game tic tac toe and jumble word to teach english vocabulary. In this case the researcher uses the scrabble game in his research and only focused on the students’ spelling mastery.