

## CHAPTER II

### LITERATURE REVIEW

This section is literature review which consists of English vocabulary, the importance of vocabulary, teaching vocabulary, board game,

#### **A. English Vocabulary**

Lewis (2006) defines "Vocabulary is a listing of the words used in some enterprise". It refers to the word that must be known to communicate effectively. While Diamond and Gutlohn (2006) state that vocabulary are the knowledge of words and word meanings.<sup>2</sup> Similarly, Simpson and Weiner (1989) say that vocabulary is a collective word with brief explanation of their meaning.<sup>3</sup>

Nunan (1999) states that vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into "grammatical words," such as prepositions, articles, adverbs, and so on, and content of words. This is supported by Ur (1996:60) who revealed that vocabulary can be defined as roughly as the words the teachers teach in the foreign language. However, vocabulary is not only a single word but also can be more than single word. For example, *post office* and *mother-in-law* which are made up two words but express a single idea.

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<sup>2</sup> Diamond, L. and Gutlohn, L. *Teaching vocabulary*, 2006. 13

<sup>3</sup> Simpson & Weiner, *The Oxford of English dictionary*. (London: Clarendon Publisher, 1989), 34

Furthermore, Rooney (2001) points out that vocabulary is not only list of words and an alphabetical list of words and phrases supplied with definition or translation but also as words known used by a person or group, or contained in a language as a whole. <sup>4</sup> Similarly, Bangun (1999) states that vocabulary is the stock of words known and used by one person, or within a particular trade or profession and a list of words in alphabetical order with meanings added as a supplement to a book dealing with a particular subject.

Many language experts have set up about the concept of vocabulary. Kathleen (1983) revealed that vocabulary is the ability to recognize individual letter that form a word. The explanation indicates that the meanings of words are categorized as compound or more become as idiom evenly tends to be a language. However, they cover in all meaning component of words entirely contracted as the element of language.

There are some kinds of vocabulary based on some people. According to Wallace (1982), vocabulary is divided into two terms; they are receptive and productive which refer to the using of words themselves. If words have ability to be recognized in speaking and writing skill, they are called productive vocabulary but if words have ability to be recognized in reading and listening skill, they are called receptive vocabulary.

Wallace (1982) adds two types of vocabulary. He says:

“There are two types of vocabulary. Firstly, words which students will need to understand and also used themselves, we called this active vocabulary. Secondly, the words which we want students to understand (e.g. when reading a text), but they will

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<sup>4</sup> Rooney, D.K. (Ed.), *Encharta concise English dictionary*,( Sydney: Pan Macmillan Australia,2001), 118

not use themselves, we called this passive vocabulary” (Wallace, 1982:87).<sup>5</sup>

Similarly, Cameron (2001) states that every person has three types of vocabulary, there are:

- a. Active vocabulary, i.e. the words that are customarily used in speaking
- b. Reverse vocabulary, i.e. the words that are known but people rarely use in ordinary speech, when they have more time to consider or when they are searching for a synonym.
- c. Passive vocabulary, i.e. the words that are recognized vogue but people are not sure of the meaning. They never use them either in speech or writing and just know them because they have ever seen before.<sup>6</sup>

From the definition above, the writer concludes that vocabulary is word that has meaning which is not isolated or the meaning of words that depends on context of the words exist in a context. In other hand, it could be said that vocabulary is a collective of words which their meaning used in a language.

### **1. The Importance of Vocabulary**

Vocabulary has a significant role for language learners in mastering four skills of the language. They are reading, listening, writing and speaking. This statement is supported by Huyen and Nga (2003) who said that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Furthermore, the students who are good at mastery of vocabulary, their mastery of language is also good. On the contrary, students who have low vocabulary are very difficult to

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<sup>5</sup> Wallace, J.M, *Teaching vocabulary*, (London: Heinemann Educational,1982), 21

<sup>6</sup> Cameron, D, *Teaching Language to Young Learners*,(Cambridge: University Press,2001), 24

comprehend the meaning of word, phrase or sentence.<sup>7</sup>

In addition, Tarigan (1988) argues that the more people have vocabulary, the more skills that they enable to use in language. This statement indicates that the quality of language skills produced by someone depends on the quality and quantity of vocabulary that he has.<sup>8</sup> This statement is strengthened by Thornbury (2008) who said that people could say very little with grammar but they could say almost anything with words. Thus, the more people learn words, the more they could improve their English.

Moreover, the mastery of vocabulary can increase the human life.<sup>9</sup> This is supported by Tarigan (1988) who says that the improvement of the students' vocabulary can increase the students' life, attitude, development of their concept, process of thinking and also increase the students' knowledge.<sup>10</sup>

From the statement above, the writer may conclude that having more vocabulary can guide people in using skills in language and also can increase the quality of human life.

## **2. Teaching Vocabulary**

Teaching English vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in

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<sup>7</sup>Huyen, N.T.T. & Nga, K.T.T, *Learning vocabulary through game*, 2003

<sup>8</sup>Tarigan, H.G, *Pengajaran kosakata*, (Bandung: PT Angkasa, 1988), 27

<sup>9</sup> hornbury, S, *How to teach vocabulary*. (Edinburgh: Longman, 2008), 79

<sup>10</sup> Ibid, 29

teaching of the four language skills. To support this, River (1972:28) points out "it is impossible to learn a language without words". Therefore, vocabulary is the most important subject in teaching and learning process.<sup>11</sup>

According to Nation (2004), the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.<sup>12</sup>

Nation (1990) states that there are four ways that can be used in teaching vocabulary. They are:

1. Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.
2. Words are dealing with as they happen to occur. This means unknown words that appear.
3. A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.
4. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities.<sup>13</sup>

From the statement above, it may be concluded that a good teaching of

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<sup>11</sup> River, W.M, *Teaching foreign language skill*,(Chicago: The University of Chicago,1972), 28

<sup>12</sup>Nation, I.S. P, *Teaching vocabulary*,(Asian-EFL-Journal.7.3,2004)

<sup>13</sup>Nation, I.S.P, *Teaching and learning vocabulary*,1990, 30

vocabulary should be presented in a group work in order to involve all students because vocabulary is one of the important aspects in language.

In other hands, Decarico (2001) presents teaching techniques and activities. New vocabulary should be presented in a long rote memorization by involving exercise and activity. He said:

“New words should not be presented in isolation and should not be learnt by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn. Exercise and activity include learning words in words association list, focusing on highlighted words in texts and playing vocabulary games” (Decarico, 2001:288)<sup>14</sup>

While Nation (2004), in his article *Teaching Vocabulary*, provides ways of giving attention to words. They are:

1. Quickly give the meaning by (a) using an L1 translation, (b) using a known L2 synonym or a simple definition in the L2, (c) showing an object or picture, (d) giving quick demonstration, (e) drawing a simple picture or diagram, (f) breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy), (g) giving several example sentences with the word in context to show the meaning, (h) commenting on the underlying meaning of the word and other referents.
2. Draw attention to the form of the word by (a) showing how the spelling of the word is like the spelling of known words, (b) giving the stress pattern of the word and its pronunciation, (c) showing the prefix, stem and suffix that make up the word, (d) getting the learners to repeat the pronunciation of the word, (e)

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<sup>14</sup>Decarico, J. (3<sup>rd</sup> ed.), Vocabulary learning and teaching in Marianne Celce-Murcia (Ed.), *Teaching English as a Foreign Language*, (Boston: Heinle & Heinle, 2001), 285-299

writing the word on the board, (f) pointing out any spelling irregularity in the word.

3. Draw attention to the use of the word by (a) quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), (b) giving a few similar collocations, (c) mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), (d) giving a well known opposite, or a well known word describing the group or lexical set it fits into (Nation, 2004)<sup>15</sup>

Furthermore, in teaching English vocabulary, the teacher should use some techniques. There are several techniques in teaching vocabulary which all of them are complimentary one another. Harmer (2007) defines that in teaching process, especially in teaching English vocabulary in the classroom, the English teacher uses the following points:

1. Realia

This is a word people use to refer to the use of a real object in the classroom. Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

2. Picture

The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non technical visual representation. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the

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<sup>15</sup>Nation, I.S.P, *Teaching and learning vocabulary*, 1990,

blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence *There are three people in the room.*

### 3. Mime, action, and gesture

Action, in particular is probably better explained by mime and gesture, for example, for explaining the word like *from, to* etc.

### 4. Contrast

Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of *full* is better understand in the context of *empty*, the meaning of *big* in the context of *small*, etc

### 5. Explanation

It will be important if giving some explanations by including information about when the item can be used (Harmer, 2007:177)<sup>16</sup>

## 3. The Construct of Vocabulary Achievement

Dealing vocabulary achievement, it can be defined as an ability to combine skill or knowledge of words that is issued to express meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word.

Thornbury (2002: 27)<sup>17</sup> declares some factors why learning vocabulary is rather difficult for second language learner. If those factors are fulfilled, someone can be said that he or she has achieved the vocabulary mastery. The example is

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<sup>16</sup> Harmer, J. (4<sup>th</sup> ed.), *The practice of English language teaching*, (Harlow: Longman, 2007), 177

<sup>17</sup> Scott, Thornbury, 2002, *How to Teach Vocabulary*, (London: Longman, 2002), 27



when an Indonesian student has an English subject at school and it is the second language for her or him. She or he cannot understand the lesson easily. It is because she or he should know the appropriate word, how to spell, how to pronounce, what the meaning is, etc to express the idea of the subject. Here Thornbury says that the factors in vocabulary mastery.

Those six aspects above will be defined briefly here.

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult word will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or crisp or breakfast, are also problematic.

b. Spelling

Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words' difficulty. While most English spelling is fairly law abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

c. Length and complexity

Long words seem to be more difficult to learn than short ones. However, as a rule of thumb, high frequency words tend to be sort in English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability". Furthermore, variable stress in polysyllabic words such as in word families like

necessary, necessity and necessarily can add their difficulty.

d. Grammar

It is problematic when grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicit and English tell, and say he explained me the lesson. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an-ing form (swimming) can add to its difficulty. Then the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (she looked the word up) but others are not (she looked after the children).

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do questionnaire. The words with multiple meaning such as since, and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, and a good innings) will seem fairly opaque to most learners and are likely to be easily learned.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very

wide ranging verb, compare to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. The words have style constraints, such as very informal words (chuck for throw, swap for exchange) may cause problems. Uncertainly to the connotations in English, but its nearest equivalent in other languages may be *dean deviant*. Finally, words or expression that is idiomatic (like *make up your mind, keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide, watch*). It is their idiomaticity, as well as their syntactic complexity that make phrasal verb so difficult.

## **B. Media**

Media is means of expressing message and information. Hamalik (1986: 23) states that: media is a tool or method and technique used to make the communication and interaction between the teacher and the student in teaching learning process to be more effective. Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process.

By media we mean all aids which may be used by teacher and learner to attain certain education objectives. We shall restrict ourselves in some respect in our treatment of media which may be used in FLT, only those media which have a direct contribution to make to teaching/learning process will be discussed. We shall also restrict ourselves to the use of media in the classroom.

Various consideration have traditionally led people to advocate the use of media in FLT, as Schilder in Edward (1977) point out in his study of the history of

media use, there was and still is a consensus as the usefulness of media. The developments that have taken place have changed little in the respect. These developments can be attributed on the one hand to the technological innovation which continued to expand the range of reliable and accessible media and on the other hand to change in linguistic, psychological and didactic insight: another important factors is constituted by the changes in educational itself, e.g. with respect to objectives and curricula and the role played by FLT in them.

Given the above definition, media can be specified in different ways, Erdemengerin Edward (1979: 24) list a number of points of view from which media can be considered:

1. The nature of information conveyed by the media (i.e. linguistic and non linguistic information).
2. The channel of information (auditory, visual, or audiovisual media).
3. The phrases in the process of teaching, and testing (are they used for the presentation and exploitation of learning material or for testing).
4. The didactic function (are they used to motivate learners to convey information or to stimulate free language use)
5. The degree of accessibility and adaptability
6. The possibilities for supporting, supplementing or replacing the teacher.
7. The use of media by individual or groups.

### **1. The General Principle in Using Media**

There are some general principles in using media; the first principle is that the media and the method should complete each other, they can not stand by it self.

Media supports the application of one method, and the method needs a media to convey the method. This is accordance with the second principle that a certain media is more appropriate to be used in conveying a unit of lesson, a lesson may be running well, when a particular media is applied, while the same media might not be used to teach other lesson unit. In fact, not all media is appropriate, which could be used in all teaching learning process. (Rahmatullah, 1998: 12)

## **2. The Importance of Using Media**

Media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

One of the roles of media is to attract the student's attention and to deliver the information. There are various kinds of media, but visual are the appropriate media for young learner. According to Wright (1989) states that, in making decision to use the media, the teacher need to ask three out five basic questions: 1) is it easy for us to prepare? 2) Is it easy to organize in the classroom? 3) Is it interesting to the students? The three criteria can be applied by any teacher including teachers for beginners.

There are various kinds of visual which can be effectively used by the EFL teacher in their classroom. Teacher of young learner have to use some visual in their teaching activities to facilitate their teaching. In general, some of the visuals are: 1) still pictures, 2) reality, 3) drawing or teacher drawing, 4) chart, poster, cartoons, and 5) real objects.

Some school have already equipped with modern media, such as radio

video tape material. In this case, songs, stories, poems and dialogue are invaluable in teaching foreign language. Many kinds of supplementary material can be place in media. EFL teacher use media in their English class learning, so in SMP/SMA students will be learning the foreign language through the concept example of things found in the real world, and the advantages of using media instructional media for EFL classes:

- It is arouses student's interest
- It gives more opportunity for the students to use the language.
- It attracts student's attention.
- It adds a pleasure variety to English learning.

### **C. Board Game**

This chapter discusses about the meaning of board game, the concept of board game, the advantages of board game, the disadvantages of board game, and teaching speaking by using board game.

#### **1. The Meaning of Board Game.**

To increase the vocabulary achievement we need method to be used. One of them is game. The definition of game is an activity that you do to have some fun (Hornby, 1995, p. 486)<sup>18</sup>. Therefore, board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn.

They also enable learners to acquire new experiences within a foreign

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<sup>18</sup> Hornby, A S.Oxford, *Advance Learner's Dictionary*, (Oxford University Press, 1985), 486

language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either. The useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:

- a) Board game adds variation to a lesson and increase motivation by providing a possible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Board game can provide this stimulus. Buckby (1994, P. 82).<sup>19</sup>
- b) The game context makes the foreign language immediately useful to the children. It brings the target language to life. The board game makes the reason for speaking plausible even to reluctant children.
- c) Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- d) Even shy students can participate positively.
- e) Make your classroom a lively place through the use of attractive wall displays, displays of students' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).

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<sup>19</sup> Buckby, Michael, *Games for Language Learning*, (Australia: Cambridge University Pres, 1994), 82

- f) Motivate students to want to learn English by using interesting and enjoyable learning activities. E.g., project work, board game, drama. It means learning by playing.
- g) Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.
- h) Help students to develop personal reasons for learning English. For example by encouraging out-of -school class activities, e.g. pen friends, project, reading story books.
- i) Make learning English enjoyable and fun-remember you are influencing their attitude to language learning. (Lower as affective filter). It means teacher has to try in order to students are having fun in learning (learning by playing). Remember teacher is influencing their attitude to language learning
- j) Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.
- k) Use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to try to accompany her explanation with method in order to students understand easily. Don't force the students to use the language directly, just give them examples by gestures.
- l) Talk a lot to them in English, especially about things they can see. Teacher must teach them by using English, especially about anything in their



surroundings.

- m) Play board game, singsongs, say rhymes and chants together. It means teacher has skills in playing board game, singsong etc to make them enjoy and interest in learning.
- n) Tell simple theories in English, using pictures, acting with different voices.
- o) Do not worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue. It means if the students use their mother tongue, the teacher translate to English and repeat again, again and again to make them always remember what teacher means.
- p) Constantly recycle new language but do not be afraid to add new things or to use words they will not know. Teacher gives new language while remember the last topic.
- q) Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving, it means teacher must demonstrate his teaching with several activities (mouling teaching), sometimes teacher sit, stand up in front of or behind the students.<sup>20</sup>

## **2. The Concept of Board Game**

This article will address 5 important concepts that playing board games can teach children. 1) Taking Turns and Having Patience, 2) Playing Fair, 3) Reasoning and Strategy Skills, 4) Good Sportsmanship, 5) Friendships and Working Together.

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<sup>20</sup> Buckby, Michael, *Games for Language Learning*, (Australia: Cambridge University Pres, 1994), 82

1. **Taking Turns and Having Patience:** In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
2. **Playing Fair:** It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
3. **Reasoning and Strategy Skills:** Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.
4. **Good Sportsmanship:** Many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships they have as well as to be happy about others achievements.<sup>21</sup>

### **3. The Advantages of Board Game**

Carly (2010, P. 21). There are many advantages of using board game in

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<sup>21</sup> Hamond, Dan., *Design Jurnal#01: The Concept of Board Game*, (Internet Tessol,2011), <http://BoardGamegek.com>. Accessed on April, 20, 2013

the classroom they are:

1. They are motivating and challenging.
2. Learning a language requires a great deal of effort.
3. Board game helps students to make and sustain the effort of learning.
4. Board game provides language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
7. Board games usually involve friendly competition and they keep students interested in learning the language.
8. Board game can help them (children) learn and hang on to new words more easily.

Based on the above description, can be therefore it can be summarized that:

- a. Board games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Board game ought to be at the heart of teaching (foreign) languages.
- b. Board game can be used at all stages of the lesson. But teachers must be sure that board game provided, are suitable and carefully selected by the teachers.
- c. Before playing a game teachers should give attention to the number of

students, proficiency level, cultural context, timing, learning topic, and the classroom settings.<sup>22</sup>

#### **4. The Disadvantages of Board Game**

Dewar (2009, p. 15). There are many disadvantages of using board game in the classroom:

1. Most people play with house rules (ex. money under free parking, not using the auctions, etc) that cause the game to last much longer than it should.
2. Player elimination. Players can get knocked out of the game early. Who wants to watch other people play a game?
3. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
4. Doesn't scale well to the number of players. 4 players seem to be ideal.
5. Players takes too long and 2 players is completely pointless (without trades, it's all luck).
6. The game is almost 100 years old. Much better designed games have been released since then (Acquire, Power Grid, Settlers of Catan, Railroad Tycoon).<sup>23</sup>

#### **5. Snake and Ladder Board Game**

Lee (1979: 167). Snakes and ladders is similar board game provide incidental vocabulary practice in the foreign language, consist of two or four children and the board divided with small box with picture

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<sup>22</sup> Carly, Schuna, *The Advantages of Learning Games for Kids*, 2010, Internet essol, [livesstrong.com](http://livesstrong.com) Accessed on 20 April 2013

<sup>23</sup> Dewar, Gwen. *Board Game for Kids: Do they make kids smarter?*, 2009, Internet Tessol. <http://www.boardgameforkids.html> . Accessed on 20 April 2013

### “Snakes” and “Ladders “<sup>24</sup>

Snakes and ladder is a game of luck played by between two and six players. Although it is marketed for children, it can be played and enjoyed by all ages. It is played on a ten by ten square board, numbered from one to 100; one is the starting square and 100 the end square. There are various amounts of snakes and ladders of differing lengths printed on the board, and a single die; the use of a dice-shaker is optional. Usually, colored counters are used as playing pieces, but colored buttons or any other objects small enough to fit on the playing squares can be used.

The varying lengths of the snakes and ladders will move a player's piece backwards or forwards, slowing down or speeding up their race to the end. Some of the snakes and ladders are short and are only a small setback, or a small advantage.

#### ***Rules of the Game:***

All players start with their playing piece off the board, with square number one as the first square to count on their turn. More than one playing piece can occupy the same square. There is no extra turn for rolling a six. It is a good idea to clarify the rules before the start of the game. **Decide who will be the first player, second player, and so on. Then, place the counters next to square one. Each group takes it in turning to play after they take a card randomly and answers the question on the board correctly. If he or she makes a mistake then he or she should miss a go.** When a player lands on a square containing the foot of a ladder, they move up to the top of the ladder. When a player lands on a square containing a snake's head, they move down the snake, right down to the end of the snake's tail. The winner is the

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<sup>24</sup> Lee, W.R, *Language teaching game.*(New York: Oxford University Press,1979), 167

first player to reach the end of the board.

## **6. Improving Vocabulary by Using Board Game**

One of game in improving vocabulary achievement is Board Game. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Board Game as method in improving vocabulary is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Board Game in teaching vocabulary will give achievement acquiring English.

Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either.