

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definition of the variables stated in the title of the thesis, and it also presents several information related with the research report. It covers discussion about vocabulary mastery, “Educandy” game and previous study.

A. Vocabulary

1. Definition of Vocabulary

One of important things in studying English is vocabulary. Because it influences the four basic skills in mastering English, such as speaking, listening, reading, and writing skill. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). When the learners have less of vocabulary and the strategies of acquiring new vocabulary is not had, they will not be confident in using the opportunities to learn language around them, as like listening the radio which contents English, listening native speaker, and watching television related with the English. Therefore, it causes them achieve less than their potential. Generally, vocabulary is the knowledge of meaning of words (Hiebert & Kamil, 2005). Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabulary is something that extends across a lifetime. What a word means is often defined by its relationship to the other word. The words have synonym and

antonym which helped us to understand more the meaning of word. (Harmer, 2001).

From the definition above, it can be concluded that vocabulary is set of words with their meaning which is very important in language because it is the basic to communicate and arrange the word.

2. Types of Vocabulary

Talking about vocabulary which is very needed in learning English, there is reference says that individuals have the various type of vocabulary and they use it in different purpose. They are productive and receptive vocabulary.

1. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently. These words are the words that are often used by individuals spontaneously in their activity, such as speaking and writing (Hiebert & Kamil, 2005).

Productive vocabulary refers to the terms that learners can comprehend, articulate accurately, and utilize effectively in both spoken and written communication. It encompasses the requirements of receptive vocabulary along with the capability to communicate verbally or in writing when necessary. For this reason, productive vocabulary can be seen as a dynamic process, as learners are capable of generating the words needed to convey their ideas to others (Alqahtani, 2015).

2. Receptive Vocabulary

Receptive Vocabulary refers to the collection of terms that a person can comprehend while listening or reading. These words are usually less familiar to students and are not commonly used. Generally, these are terms that individuals do not tend to use in their own speech. Nevertheless, when people come across these words, they are able to identify them, even if their understanding is not complete (Hiebert & Kamil, 2005).

Receptive vocabulary encompasses the terms that students can identify and grasp when encountered in context, yet cannot produce themselves. It represents the vocabulary that learners acknowledge when they read or see in written materials but do not incorporate into their spoken or written communication (Alqahtani, 2015).

In this case, the seventh-grade students have less vocabulary mastery and they are difficult to use vocabulary that had been learnt, either in speaking or writing. Therefore, they need productive and receptive vocabulary in order they can implement what have been memorize or known either in speaking, writing, or daily life.

3. The Important of Mastering Vocabulary

In learning English as foreign language, mastering vocabulary is very important. Although it is not the skill that must be achieved by the learners, but it influences the English skill. They are some experts give their opinion about the important of mastering vocabulary. According to David Wilkins in Scott Thornbury's book, he assumed that without grammar very little can be conveyed, without vocabulary nothing can be conveyed

(Thornbury, 2002). It is appropriate with the Linse's statement that learners' vocabulary development is an important aspect of their language development. In the same source, Rivers and Nunan argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (Alqahtani, 2015).

By this opinion, the development of vocabulary is very needed by the learner in learning English, because without it they cannot develop their language. Grammar which is very important in the learning language, but the vocabulary is more important than it. Without teaching vocabulary, they are difficult to communicate each other although their grammar is good.

4. Teaching Vocabulary

Vocabulary is very important for the development of language learners, and it makes the teaching of vocabulary is needed by the learners. However, teaching vocabulary is not only teaching by preparing the material to the classes but also the teacher should introduce the meaning of word and make the students enjoy their learning process. Sometimes students have thought that English is difficult lesson. By this reason, the teacher should introduce the teaching learning process which is loved by them in order they feel that learning English is easy and enjoyable. It can be done by using method or technique in the teaching learning process.

Some experts give their opinion about teaching vocabulary, such as Virginia states that in teacher preparation programs today, there is more

attention to technique for teaching vocabulary. One reason is this: in many ESL classes, even where teacher have devoted much time to vocabulary teaching, the result had been disappointing (Allen, 1983).

In Norbert Schmitt's book, *Second Language Acquisition*, Schmitt surveys explicit vocabulary teaching and highlights a number of key principles:

- a) Build a large sight vocabulary.
- b) Integrate new words with old.
- c) Provide a number of encounters with a word.
- d) Promote a deep level of processing.
- e) Facilitate imaging.
- f) Make new words "real" by connecting them to the student's world in some way.
- g) Use a variety of techniques.
- h) Encourage independent learning strategies

Mofareh Alqahtani asserts that educators must prepare themselves and identify suitable methods to apply with their students. An effective teacher ought to equip themselves with a variety of current and relevant strategies. Instructors must thoroughly understand the subject matter to ensure students grasp the concepts and feel engaged and satisfied during the educational experience in the classroom (Alqahtani, 2015).

From the explanation above, it can be concluded that teaching vocabulary is important and needed by the learners. The teacher should master the material to avoid misunderstanding and they need to find interesting ways in order the learners happy and interested in learning

process in the classroom. Besides that, in learning process they will be active learner because they do not only memorize the word but also, they must know the word and its uses.

B. Game

1. Definition

In learning English, the teachers should understand the students' needs and conditions by preparing the appropriate technique in the teaching learning process. As the teachers, they should be aware that language learning is hard work (Wright et al., 2006). The students make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Therefore, they need to create the enjoyable learning but can achieve the satisfying result of learning. In this case, the enjoyable learning can be created by using game.

Games help and encourage many learners to support their interest and work. The definition of games has found in some books, such as Jill Hadfield's book which states that game is an activity with rules, a goal and an element of fun (Hadfield, 1999). While, in other sources, game defined as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright et al., 2006).

The using game in teaching learning process helps the teacher to transfer the materials to the students by enjoyable way but still in the context

of education. Although it is game, but it has some rules which should be obeyed by the learner in order it run smoothly. It also has the goal related with the teaching and learning process that completed by fun element. Besides that, by using it as a way of English teaching makes general activity that appropriate with every level because it derestricts the age. It depends on the teacher's creativity on choosing game that suitable with the learners' need.

Game is expected to raise the students' motivation to increase their English. It can appear as an interesting activity that makes them as active learner because they give their own opinion or action. It also can appear as a challenge for them to take part in learning process and they usually interact with the other.

2. Types of Games

Game helps the teachers in transferring the knowledge to their students and there are many games that can be used in teaching learning activity, especially in teaching vocabulary.

1. Digital Games

Digital games are games created using various technologies, allowing users to explore and interact within a visual environment. These games offer an engaging experience by providing a virtual world where users can be creative, simulate scenarios, and explore, making the gameplay both entertaining and educational (Hazar, 2020). According Kikot et, al (2014) highlighted that digital games are a natural and effective method of learning. In the process, learners use voice-based games to practice speaking

skills while also improving their understanding through collaboration with others. Additionally, these games indirectly encourage critical and analytical thinking, as players need to make decisions, solve problems, and adapt to challenges during gameplay. This makes digital games an interactive and useful tool for learning (Bakhsh et al., 2022). Gamification has many applications for students in the field of education, including: Educandy, Kahoot, Word Wall, etc.

1. Educandy Game

In this research, a digital game named Educandy. This game is emerging as one of the learning applications that offers an innovative approach to improving the learning process, especially in the context of language learning. According to Ulya (2021), Educandy is a web application that generates quizzes. This application is crafted to infuse excitement and interactivity into the learning experience, presenting Educandy concepts through diverse creative features. Educandy incorporates interactive elements and games strategically aimed at boosting student engagement (Islamiyah et al., 2024). The educandy game can be created through the website: <https://www.educandy.com>. The process of making this game can be viewed and followed according to the procedure provided on the Educandy YouTube channel. Educandy can be played in several game formats, including Multiple Choice, Noughts & Crosses, Crosswords, Match-up, and Memory (Irvan & arni, 2023).

Educandy is a flexible resource that can improve learning in the classroom. Students can participate in the games on their own devices, such

as smartphones, or the teacher can display the game on a screen for the entire class, allowing the educator to manage the game. Moreover, Educandy is particularly beneficial for Distance Learning (PJJ), enabling students to interact with the material independently from their homes. The step of this game is:

1) Access the Game

Get the link or code from your teacher to access the game and go to Educandy and enter the game code, or click the provided link directly.

2) Choose the Game Type

Educandy provides several types of games, such as: Matching Pairs, Quiz Questions, Word Search, etc.

3) Follow the On-Screen Instructions

Read the instructions that appear on the screen before starting the game. Each game has simple mechanics, like clicking, dragging, or typing answers.

4) Play the Game

Complete the tasks according to the game rules and try to answer correctly and quickly to earn a high score

A significant advantage of Educandy is its extensive range of word games, which keeps students engaged and motivated. It also makes it easier for teachers to develop interactive and varied quizzes, resulting in more dynamic assessments. Additionally, it acts as an excellent resource for reinforcing students' comprehension of the subject matter, turning conventional practice exercises into enjoyable activities. This interactive

method not only improves learning outcomes but also helps sustain students' interest and enthusiasm.

2. Kahoot

Kahoot is an interactive, game-based learning platform designed to assess students' understanding, conduct formative assessments, or provide a fun break from traditional classroom activities. According to Wang & Tahir (2020), this platform enhances the effectiveness of game-based learning. It transforms the classroom into a quiz show-like environment, where the teacher acts as the host and the students compete as participants. Kahoot possesses elements capable of creating motivation, sustained engagement, and meeting the academic needs of learners in general. According to Zarzycka-Piscorz (2016), Kahoot can stimulate both internal (intrinsic) and external (extrinsic) motivation, helping students to study more effectively. Therefore, this research aims to examine how well Kahoot can support vocabulary learning for ESL (English as a Second Language) students (Thiagarajah et al., 2022).

Kahoot can be accessed through the website <https://kahoot.com>, where users can easily register by creating a username and setting a password. Once registered, users have the option to either duplicate existing quizzes or design a brand-new quiz tailored to their needs. When creating a new Kahoot, users must first determine whether it will take the form of a survey, a quiz, or a discussion-based question. For those who prefer using pre-existing quizzes, they can either use them as they are or customize them

by adding additional questions to better suit their learning objectives or classroom goals (Thiagarajah et al., 2022).

3. Word wall

Word wall is an online tool created to assist users in developing a variety of educational activities, such as interactive games, quizzes, and puzzles. Its easy-to-use and intuitive interface makes it simpler for teachers to design engaging and lively learning materials. The platform includes a wide range of templates that can be easily modified to fit different teaching goals (Sari et al., 2023). Moreover, since Word wall can be accessed on various devices like tablets, laptops, and smartphones, students benefit from increased flexibility in choosing when and where to use it. By utilizing Word wall, educators can create instructional content more effectively, as the platform provides ready-made templates and project examples shared by other users. Furthermore, Word wall allows teachers to customize existing templates by adding multimedia features such as images, audio clips, or videos, which enriches the overall learning experience (Sabiila, 2024).

Word wall is an exceptionally effective educational resource for elementary schools as it provides lessons that are both interactive and engaging. According to Mujahidin et al. (2012), Word wall is a technology-based learning tool that offers a variety of benefits. These benefits include its flexibility and diversity, ease of use and customization, free access, and appealing visual design (Sabiila, 2024). To get started with Word wall, users must first create an account or register at <https://wordwall.net> by filling out

the required information. Once registered, they can choose an activity and select from a wide range of available templates.

2. Traditional Games

The traditional English vocabulary learning approach is operationally referred to as the English vocabulary learning method via traditional tools such as textbooks, vocabulary pronunciation and spelling drills, listening, speaking, reading and writing exercises, etc. Students are required to take notes and write down language points to enhance the memory (Zhonggen, 2018). Traditional games do not require complicated specifications or rules to play. The rules are generally simple, and they do not require difficult equipment that is hard to find. Most of these games can be played using simple tools available in our surroundings, or even without any tools at all, just by using our bodies and creativity. Traditional games can be played by anyone, anywhere, and anytime, making them an important part of culture that can be enjoyed without any barriers (Novinda, 2020).

1. Scramble word

In this research, a traditional game named scramble word. A scramble word is a game or activity where words are jumbled so that the letters are not in the correct order, and the player's task is to rearrange the letters to form the correct word. This game helps the students to test and add their vocabulary. The role of this game is:

- 1) The students divided become several groups that consists of 2-3 member each group.

- 2) Every group gets one paper of assignment.
- 3) The time for finishing it is determined based on the number of questions

In the final of the game, all of word are corrected together (Danarti, 2024). For the example:

Question	Key
TMNGVEOERN	GOVERNMENT
IATOTUOQN	QUOTATION
GITHNYAN	ANYTHING
ETNIVISSE	SENSITIVE

2. Charades

Charades is an acting game. There are many kinds of charades that people played; words, phrases, actions, and feelings. This game is due to the students' act by their body language without speaking and then the other students guess what exactly vocabulary that given by the teacher or their friends (Jafar, 2021). This game can also be a fun way to interact with friends. The rules of charades:

1) Preparation

Players are divided into two teams. Each team prepares a list of words or phrases to be guessed.

2) Turn

A player from one team will take a word or phrase from the list and must act it out for their team members within a certain time limit, usually 1-3 minutes.

3) Movements and Signal

Players are not allowed to speak, make sounds, or point to objects.

Only body movements and facial expressions are permitted.

4) Guessing

The other team members try to guess the word or phrase within the given time. If they succeed, the team earns points.

5) Rotation

After one team finishes, the turn passes to the other team, and the game continues until all words or phrases have been used.

C. Previous Study

To identify gaps in existing research on the effectiveness of games in teaching vocabulary, several studies have examined the impact of the Educandy game on students' vocabulary mastery. The first research was conducted by (Amanah, 2022), aiming to evaluate the effectiveness of the Educandy application in improving vocabulary mastery of eighth-grade students at MTsN Al Muniroh Ujungpangkah Gresik. This research used a quantitative approach with an experimental design involving two classes, an experimental class and a control class. The results showed that both the experimental and control classes experienced an increase in scores after treatment, with the average post-test score in the experimental class being 82 and in the control class being 80.25.

The second research, conducted by (Salsabila et al., 2024), aimed to investigate the effectiveness of the Educandy game in improving students' vocabulary mastery. This research was carried out at SMPN 10 Serang,

focusing on students in classes VII D and VII J. The study used a quasi-experimental design with pre-test and post-test. The pre-test was conducted at the beginning of the study to assess students' initial knowledge of vocabulary, while the post-test was given after the intervention to measure the improvement after using Educandy. In the experimental group, the average pre-test score was 69.67 and increased to 78.33 in the post-test, indicating a significant improvement in vocabulary mastery after using Educandy. Meanwhile, the control group had an average pre-test score of 63.50, which increased to 71.17 in the post-test, though the improvement was not as large as in the experimental group.

Previous research has shown the effectiveness of the Educandy game in classroom settings to enhance vocabulary. However, understanding how digital platforms, such as mobile applications, can improve vocabulary learning is still limited. There has been no research exploring the impact of the Educandy game application on vocabulary mastery among young learners. This research aims to fill this gap by investigating the effectiveness of the Educandy application in improving vocabulary skills. The novelty of this research lies in its focus on digital devices and young learners. By examining the impact of the application on vocabulary acquisition, this research will contribute to a deeper understanding of technology-assisted language learning.