

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

As far as the researcher know that there is no a research about the effectiveness of Chick Learn specifically. However, there was some research as the literature which conducted a research on digital game to increase students' vocabulary mastery. Those are:

First, The research by Amin Rasti (2021) about, "*Why Digital Games Can Be Advantageous In Vocabulary Learning*". The results revealed seven themes such as motivation, authenticity, repetition, instantiation, dual encoding, interactivity, and feedback. Based on the available literature, these themes are factors, in digital games, that can contribute to enhancing vocabulary acquisition.

The research by Yasmin Shabaneh and Mohammed Farrah (2019) entitled "*The Effect Of Games On Vocabulary Retention*". The findings of the research revealed the efficiency of utilizing games in the educational process. Accordingly, games help students to retain unfamiliar vocabulary, to associate new information with their surroundings and to develop their language and communicative skills.

The research by *Qing Wu, Jingwei Zhang, Chuanyi Wang*, entitles, "The Effect of English Vocabulary Learning with Digital Games and its

Influencing Factors based on the Meta- Analysis of 2,160 Test Samples.” This study was conducted to test the effects of digital games on Asian students’ English vocabulary learning. The results of this study showed that digital games played a significant role in promoting Asian students’ English vocabulary learning. This study also examined five factors that influenced students’ English vocabulary learning, including learning stage, game-aided teaching method, native language background, game platform, and game scenario. Effects of these factors were compared by referring to the standards for effect sizes. The implication of this study is that creating context-based, high-quality educational games is a promising approach to promote Asian students’ English language learning.

## **B. Related Theory**

### **1. Vocabulary**

#### **a. General Meaning of Vocabulary**

According to Thornbury (2002), vocabulary is the groups of words that are known and used by people or specialized set of terms and distinctions. It is so important in certain group of particular experience or activity focus. Vocabulary is a main part of language proficiency and provide much basis in listening, speaking, reading, and writing (Richards, 2002).

Vocabulary is very important basic language before learner wants to master the four of English skill such as writing, reading, listening, and,

speaking. It is the essential things in term of learning second language. For this reason, teaching English in elementary school is more emphasized at vocabulary because if the vocabulary is mastered first, those skills can be more easily. Lack of vocabulary is found to be the main cause of learner's inability in communication activities and learning English, and one effective way to help learners in communication is to increase their vocabulary knowledge (Abbasian & Ghorbanpour, 2016)

### **b. Kinds of Vocabulary**

Vocabulary can be divided into two kinds based on Harmer (2007):

#### 1) Passive Vocabulary

Passive vocabulary is got from receptive activities such as reading and listening. It can be from magazine, newspaper, radio, and lesson book.

#### 2) Active Vocabulary

Active vocabulary is usually used in speaking and writing activities. It is called as productive vocabulary because used in productive skills.

## **2. Teaching Vocabulary**

### **a. Definition of Teaching Vocabulary**

Traditional approaches to vocabulary teaching have unsurprisingly focused on activities for the explicit study of vocabulary.

There are numerous sources that illustrate a wide variety of vocabulary exercises. Sökmen (1997) in Schmitt (2000) surveys explicit vocabulary teaching and highlights a number of key principles:

- 1) Build a large sight vocabulary
- 2) Integrate new words with old provide a number of encounters with a word
- 3) Promote a deep level of processing
- 4) Facilitate imaging
- 5) Make new words "real" by connecting them to the student's world in some way
- 6) Use a variety of techniques
- 7) Encourage independent learning strategies

We can also maximize vocabulary learning by teaching word families instead of individual word forms. Teachers can make it a habit when introducing a new word to mention the other members of its word family. In this way, learners form the habit of considering a word's derivations as a matter of course. To reinforce this habit, teachers may eventually ask students to guess a new word's derivatives at the time of introduction. Including a derivation section as part of assessment also promotes the idea that learning the complete word family is important. (Schmitt, 2000)

## **b. The Technique in Teaching Vocabulary**

There are many kinds of teaching technique of vocabulary which can be used using digital game, some of them are mentioned by Nation (2001). Nation (2001) mentioned some classroom technique that can be used in vocabulary learning:

### 1) Meaning-focused input activities

The meaning-focused input activities involve the learners' participation in understanding messages where there is a low number of new vocabulary. The teacher reads the text in front of the students then giving translation or definitions quickly. The vocabulary input of this activity can come from read others learners' writing product. Its input is increased by reflecting on the new vocabulary while the teacher explaining new words during reading or listening text session, and by quick previewing by learners. These activity can be called as direct study or direct teaching.

### 2) Meaning-focused output activities

The meaning-focused output activities involve producing spoken or written messages. The input contains a new few word but they are relevant with the topic discussed. Then as an output, the new words are used in spoken interaction or pick them up in the writing task.

### 3) Fluency activities

Fluency activities involve receiving or producing messages easily with pressure to go faster. A basic activity of it is involving the learners pointing to vocabularies as the teacher mentions them quickly in unpredictable order. In more advance level, learners listen to stories from graded readers which have well vocabulary knowledge

## 3. Card Media and Digital Media for Vocabulary Games

In this section, the researcher would like to compare about flashcard as the Non Digital media and Chick Learn English as the digital media. This comparison is used to make sure the difference of both. Even though, both media has the same material of vocabulary, however it is very different to deliver.

### a. Card media (*Flashcard*)

One kind of card media is flashcard. This media is very familiar in teaching vocabulary for young learners. As this media is quite simple to make and to be used. Scrivener (2005) quoted by Ma'rifah ans Suhaimin (2020) stated that, 'Flashcards is ELT jargon for pictures that you can show the students, typically something you can hold up when standing in front of the whole class.' Susilana and Riyana (2009) mentioned that flashcard is a teaching tool from card which display pictures are made in the form of photo, hand drawing, or printed out from computer .

Meanwhile, Arsyad (2011) stated that flashcard usually appears with the size of 8 x 12 cm then those consist of animal picture, sthings, fruits, and so forth.

Study by Ma'rifah and Suhaimin (2020) mentioned that teaching vocabulary for seventh grade using flashcard gave better effect then using TPS (Think-Pair-Share) technique. Ma'rifah and Suhaimin (2020) also quoted from Cross (1992) explained that the advantages of flashcard that it can strengthen form and meaning in the students' memory. It also make the learning process to be fun for the learners because it can focus student's attention in the classroom activity.

Another study that doing research about flashcard is Kusumawardhani (2019). Her result of study are: (1) most learners are excited of colorful flashcards; (2) learners could make the story by completing the missing words and answer the questions then arrange the answer sentences well; and (3) learners who are not really master in writing, get some difficulties not only in completing the missing words but also answering then arranging the answer sentences well.

According to Lado (1964:197) flashcard is taken from word of "flash" which means quickly, briefly, instantly, at once, and from the word 'card' is piece of stiff paper or thin cardboard, as used for various purposes. It means that flashcard can be very helpful in improving student's vocabulary and is effective to help the students recall the words that have been learned. Based on the frame theories above, flashcard is a

media that can be used to teach vocabulary. Hopefully through this teaching the students will get better in their vocabulary.

The description above can be concluded that flashcard is useful and simple media to help teacher in teaching vocabulary in the form of picture card. These cards usually display noun pictures around us, such as animals, fruits, things around us, etc. This cards can be played in flash so that it is called as flashcard. The example of flashcard as follow.



#### **b. Digital Media (*Chick Learn English*)**

Aghlara and Tamjid (2011) said that in this century, the world are dominated by digital device, like computer and internet. Even in very limited and protected place and part of the world, people still can have access of this kind of things. The use of digital media has shaped people's live and the way they live and interact with others and surroundings. There is no exception for children too. In fact, nowadays, children of all ages are living in a highly media influenced environment with access to many kind of digital devices which are accessible at home and elsewhere including school. It is not



surprising to see that most of language teacher in the world are using digital games for teaching young learners.

According to Donmus (2010), learning games or educational games are activities that provide students with the chance to improve previous information by repeating it in more comfortable environment. For addition, educational games are software that develop their problem solving skills and help students to learn the lesson topics by using their enthusiasm and desire to play.

Previous research has investigated teaching and learning English through digital game project. The action research projects aimed to guide students towards a better understanding of games' features and technologies through their active creation of games to improve their spoken and written English language skills. In general, students learned and practiced a kind of language and technology skills with the design project. The projects motivated the students and provided chances for discussion in the foreign language (deHaan, 2011).

E-learning also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs.

In Cambridge Dictionary, e-learning is learning done by studying at home using computers and courses provided on the internet. Clark and Mayer (2016) defined e-learning as instructions delivered through digital devices with the intent of supporting learning. Online learning often manages to solve the numerous challenges that learners face during studies. Online learning allows them to progress at their own pace, to submit assignments and take assessments at times best suited for them. This kind of flexibility is especially beneficial for learners because often they are forced to balance lifestyle, family duties and online learning altogether.

In this study, the researcher use an educational digital game, named *Chick Learn English*. This is an educational application in which can improve children's vocabulary by amusing and playing games. It will also contribute to children's visual, auditory, and reading development. In here, there are more than 500 words with image and audio (native voice), divided into fifteen different topics. It has five modes to play the games/quiz and children can choose which mode they want to play. The modes are Listen and Find, Look and Find, Find Same Shape, Memory Game, and Write Game. All kind of mode can improve children's vocabulary mastery and develop others four skills of English learning. (Aydin, 2018). Students can access this application from their hand phone, such below.



### Chick - Learn English Games

by Enes Aydin in Education

Chick is an educational application in which your children can...

★★★★★ 5 | 📲 0 Installs | 👍 1 Ratings | Free

This application contribute children's visual, auditory and reading development. It consists of 500 words with images and audio (native voice) , to study vocabulary. These are the explanation and the screenshots of Chick Learn English Application.

1) The first display of Chick Learn English can be seen as follow.



Picture 2.1 Display of chick learn game

2) This application has 16 categories: alphabet, number, colors, Animal, Fruit and Vegetables, Foods, School Stuffs, Home Stuffs, Jobs, Shapes, Body Parts, Vehicles, Seasons and Weather Forecast, Actions(Verbs), Tools, Countries. The display as follow.



Picture 2.1 Categories of vocabulary

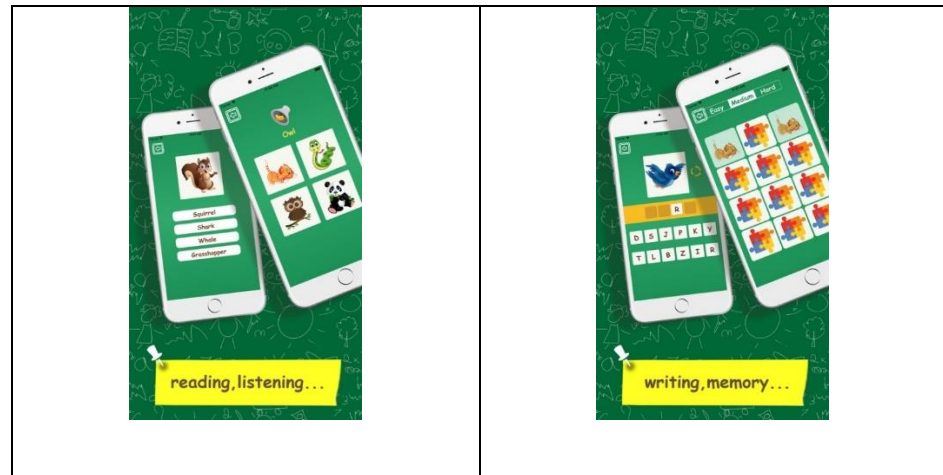
3) This application perform the vocabulary through Games or Quiz that is very interesting for young learners. They are:

- a) Listen and Find
- b) Look and Find
- c) Find Same Shapes
- d) Memory Game
- e) Write Game



Picture 2.3 Display game

- 4) This application contribute children's visual, auditory and reading development.



Picture 2.4 example of game in CLE

- 5) It consists of 500 words with images and audio



Picture 2.5 Vocabulary of food