CHAPTER II
LITERATURE REVIEW

This chapter presents the review of related literature. It includes Vocabulary which are the concept of vocabulary, The Importance of Vocabulary, the aspect of vocabulary and the types of vocabulary. Besides, this also includes the concept of teaching and learning vocabulary. In other hand, the literature review consists of Educandy Application which are the definition, the procedure and the advantages. The previous studies are presented to support the research while the reviews of related literature are required for the discussion of the findings.

A. Vocabulary

1. The Concept of Vocabulary

According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

Vocabulary is the most significant ability in English that should be highlighted out of all the others. Because vocabulary is at the heart of language, children would struggle to understand words or sentences if they did not master it. The speaker or author's vocabulary is made up of all the terms in the language. These terms have meaning to help the communication language.

Using new vocabulary is not only interesting, but it is also the most effective means of memorizing it. At the absolute least, strive to employ three

new vocabularies every day when interacting with people, even if we still stammer or use the incorrect grammar in practice. Despite the fact that vocabulary is simple to learn, many students still struggle to understand words. They frequently come across many unfamiliar words in a text or piece, but they simply speed over them. They had little interest in looking up strange words in a dictionary or asking friends. They may have understood the sentence as a whole, but not each word inside it. To address these issues, the teacher should employ a vocabulary-teaching technique or strategy. As a result, students' motivation, effectiveness, and scores will improve.

As we can see from the description above, vocabulary refers to all of the words in a language that a person is familiar with and uses to interact with others.

2. The Importance of Vocabulary

According to Rivers as cited in Nunan (1991: 117) vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

Learners' vocabulary is the first and most significant component of learning English. They are able to communicate effectively both orally and in writing because they have a strong vocabulary. Additionally, by having a large vocabulary, learners should be able to master four English skills: reading, speaking, writing, and listening.

The statement implies that vocabulary is the most important aspect of English. Young learners must be able to master it well in order to help their English mastering.

3. The Aspects of Vocabulary

There are several aspects to consider when mastering vocabulary. According to Lado as cited in Mardianawati (2012: 11), there are some vocabulary aspects as follows:

a. Meaning

When teaching students about the meaning of a word, the teacher should teach that a word can have several meanings depending on the context. The teacher can apply guided discovery and dictionaries to help students understand the meaning.

b. Spelling

Spelling is important in learning vocabulary since it aids in reading and serves as a link between letters and sounds. Due to the fact that they belong to distinct types of English, there may be different acceptable written forms for the same words within the same variety of English, as is the case with many British or American English terms (Nations, 1990: 51 as cited in Kareem, 2000: 6). According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling).

c. Pronunciation

Pronunciation is the main components of speech that integrate together, according to Hewings (2004:3). These aspects include anything from the individual sounds that make up speech to how pitch (the rise and fall of the voice to indicate meaning) is used. Phonetic transcription is linked to pronunciation. Because the phonetic transcription consistently captures speech sounds, it can be utilized as a dependable guide for controlling spoken language. Sounds, syllables, and words are the three fundamental components of pronunciation.

d. Word Classes

Word classes are different types of words. The word classification is based on their functional categories, which are called parts of speech, according to Hatch and Brown (1995: 218). Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections are some of the parts of speech that students should practice fluently.

e. Word Use

The way a word, phrase, or notion is employed in a language is referred to as word use. The usage of words may also entail grammar, and thus be the subject of in-depth examination (Mardianawati, 2012: 11).

4. The Types of Vocabulary

According to Hiebert and Kamil (2005: 3), the vocabulary has two forms: The first is oral vocabulary, which is a collection of words for which we know the meanings when we speak or read loudly. The second type of print vocabulary is made up of concepts for which we already have a

definition when writing or reading quietly. They also state that there are at least two types of word knowledge:

a. A useful lexicon

       Productive vocabulary refers to the set of words that a person can use when writing or speaking. These are well-known, well-understood, and often used words.

b. Vocabulary for reception or recognition

       An individual's receptive or recognition vocabulary is the set of words for which they can assign meanings when listening or reading. These are terms that students are less likely to be familiar with and understand. Individuals may be able to give some type of meaning to them, even if they are unaware of the distinction's full nuances. These are often word that people do not use on a regular basis. Individuals, on the other hand, recognize these words, although incorrectly, when they come across them.

B. The Concept of Teaching and Learning Vocabulary

       Vocabulary is such a crucial aspect of language learning. It is important to consider the students as well as the technique employed while teaching vocabulary. The usage of a better strategy for teaching vocabulary can be beneficial and significant. It will be easy for kids to understand the meaning of words. Students' vocabulary mastery will immediately improve as a result of this.

Learning vocabulary, according to Schmitt, aids kids in mastering language. Because students are more likely to consult a dictionary than a grammar book. There are terms with definitions in dictionaries. Putting the words into language is beneficial. Learning vocabulary also aids students in making plans for what they wish to learn. It suggests that because vocabulary is at the heart of all parts of language, pupils will have difficulties if they do not expand their vocabulary. The more vocabulary students learn, the easier it will be for them to write or talk.

It follows that vocabulary, like other English skills, cannot be taught in the same way. It should be presented, and activities should be used to clarify it. It should be done on a daily basis to avoid forgetting the terms. Because it's useless to learn a lot today and then forget it the next day. The teacher can assist kids in learning vocabulary by providing ideas on how to retain words for a long time and explore new terms on a daily basis.

Furthermore, according to Grauberg (1997: 15), there are four stages to learning vocabulary:

1. Discrimination, to begin with

    This is the first and most important step. When listening and reading, it entails the ability to identify sounds and letters from those next to them, as well as from the sounds and letters of similar words; when speaking and writing, it entails the ability to keep them distinct. Failure to distinguish is a common source of inaccuracy, as we'll see later.

2. Deciphering the meaning

This entails comprehending the meaning of a foreign word or phrase. Often, this is uncomplicated because the word may be directly associated with its object or because an English counterpart exists.

3. Keeping in Mind

After introducing and explaining new material, the next stage is to ensure that it is remembered. Once students have figured out what a word means, they have no incentive to think about it anymore, and it will be lost.

4. Consolidation and extension of meaning

If learning new words were an instantaneous process, and if the only establishing a mutually beneficial relationship involved was presentation, words would not be forgotten and would not need to be relearned. However, it appears that words are absorbed slowly over time, and that they are only fully integrated into the learner's own pool of words when he can use them with the same fluency with which he uses words in his original language (Meara as cited in Grauberg) (1997: 22). It takes time to develop lexical command. If one tries to relate this process to a language description of vocabulary learning, it is likely that pronunciation and spelling come first, followed by comprehension of meaning, control over morphological forms and syntatic linkages, and finally full semantic knowledge.

Based on the aforementioned hypotheses, the researcher suggests that teachers must assist students in improving their vocabulary, particularly during the teaching learning process. It is the teacher's responsibility to ensure that students enjoy learning language. As a result, they will have an easier time

remembering new vocabulary. They will have an easier time communicating with others and understanding what they have read if they have a large vocabulary. As a result, children with a limited vocabulary must expand their vocabulary.

C. Educandy Application

1. The Definition of Educandy Application

Educandy is a website and software that allows you to create short, interactive learning activities quickly. Users enter vocabulary lists or questions and answers, and the website turns them into engaging interactive games like multiple choice, crossword puzzles, hangman, and other memory games that may be played in groups or individually. When a teacher creates an activity, they generate a unique code that they can share with students so they may play the games on their own devices. Websites can also have activities embedded in them.

Because you'll want to save class time for deeper topics and the development of higher-level thinking abilities, Educandy is best used as a free-time activity or for home practice. Students can easily build games for themselves or for younger peers if they make their own accounts, though you should consider student privacy.

2. The Procedure of Using Educandy Application

Educandy is a web-based application that has the slogan 'making learning sweeter'. Educandy can be used to create fun online games. The

games made are still in the context of learning but not boring. This game can be given during face-to-face learning in class or during online or offline PJJ. Games are usually liked and often played by students when they feel bored, bored or stressed. The existence of educational games makes learning more varied and fun. The following is a guide to making games in educandy. The guide to making games in educandy is as follows:

a. Go to the web https://www.educandy.com/ then click the three lines in the upper right corner, it will display the words create your first activity, apps and sign in.
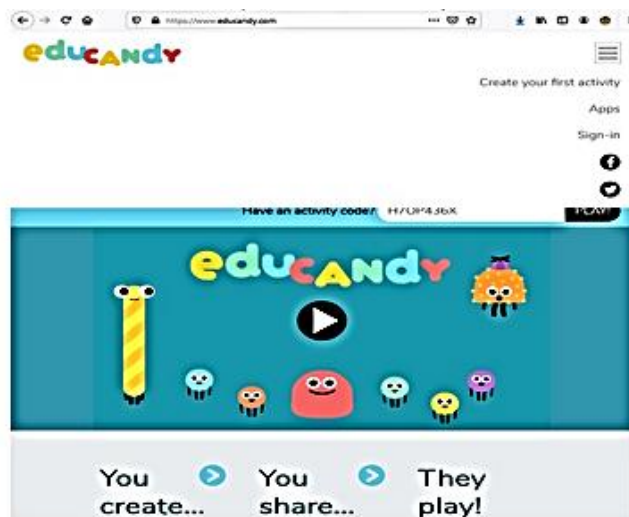
b. If this is your first visit to make a game on educandy then click create your first activity then a filling box appears: username (fill in), email (fill in), then click register. Then open the email used to register to confirm. For those who have registered, click sign in and fill in the username or email box when registering, fill in the password and click login.
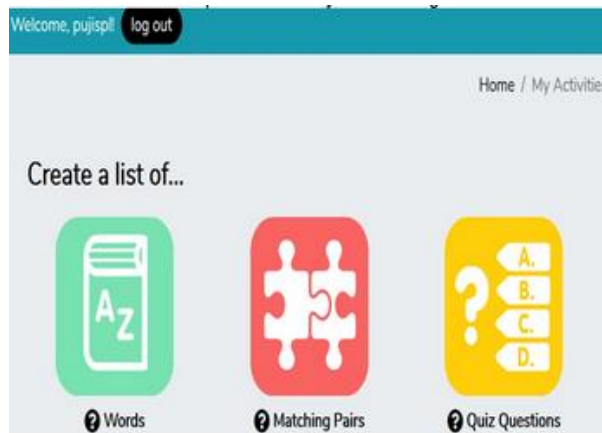
c. There are three types of games that can be made, namely words (word games), matching pairs (matching), and quiz questions (quiz questions). Here the author will explain one by one starting from the word game. Please click words.

d. After clicking on words, two empty boxes will appear saying Your Activity Name (fill in according to the learning material) then Your Activity Subject (fill in according to subject), click create. Fill in the white box that says word, click add word, do it repeatedly as many words as you want. When finished, scroll down so that it says play activity, then the words that have been made can be played in three ways, namely word search, hangman and anagrams, as follows.

WORD SEARCH

HANGMAN

ANAGRAMS

In each game there is a calculation of time, music, and score.

e. To share this word game with students, please scroll down until it says Share Activity then copy the url in the url or code box.

f. To make a game of matching pairs, click matching pairs, two empty boxes will appear such as making words, fill in, click create. Fill in the white box that says word (question) with questions, and match (answer) with answers, click add pair, repeat at least nine pairs of questions and answers. When finished, scroll down so that it says play activity, then the pair of questions and answers that have been made can be played in five

ways, namely noughts & crosses, crosswords, match-ups, memory and multiple choice, as follows:
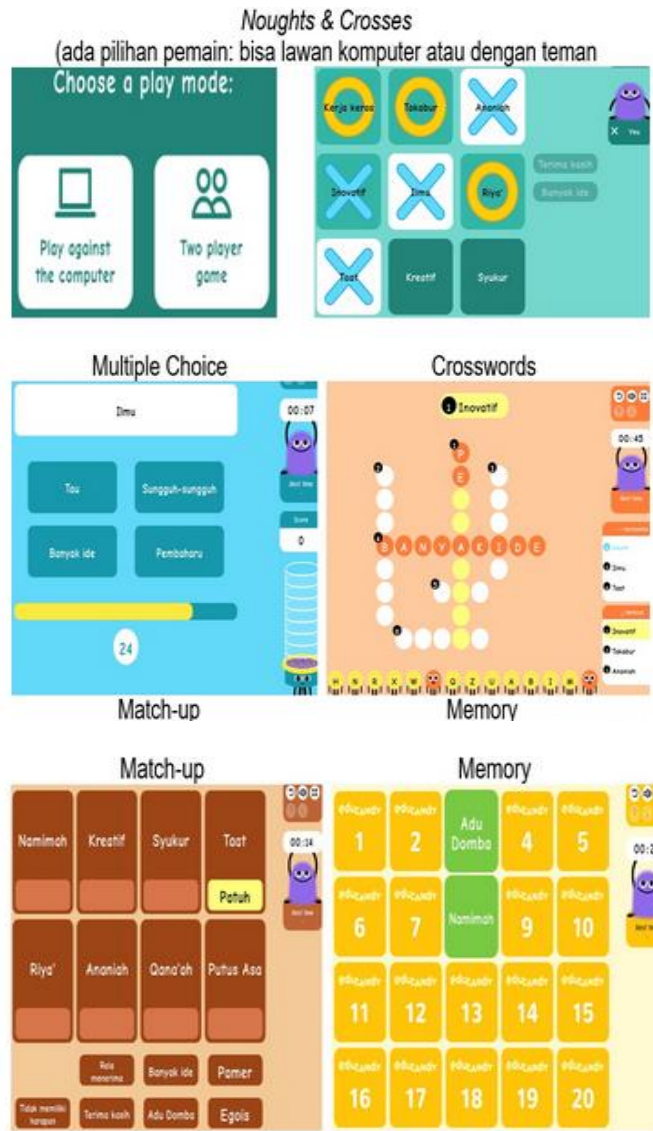
g. To share matching games pairs to students, please scroll down until it says Share Activity then copy the url in the url or code box.

h. For quiz questions, click quiz question, two empty boxes will appear, such as making words, fill in, click create. Fill in the white box that says question with a question, answer with the right answer, red herring 1, 2

& 3 for wrong answers or distractors, click add question, do it repeatedly as many questions as desired. When finished, scroll down so that it says play activity, then the quiz that has been made can be played.

i. Please Share Activity then copy the url in the url box or the existing code to students.

j. In word games and matching pairs, students are given the freedom to choose the game as they wish.

3. The Advantages and Disadvantages of Educandy

      In education, a quiz is more of a play on words because it may be used to learn Indonesian. Of course, suitable content is not something that requires practice, such as speeches or poetry recitation. Content that is appropriate is material that is about understanding or concepts that can be used to make comprehension. The students' understanding grows. Although it is a word game, this educational program includes a variety of tests, making it a pleasant and engaging experience.

      The diverse variety of educational games available makes it easy for educators to build a quiz to review the topic. Educators can provide eight different quiz types to students by creating a minimum of 9 questions. Beginning with traditional quizzes or games like multiple choice, noughts and crosses, match-ups, and memory. Words like word search, hangman, and anagrams can also be found. Models of crossword puzzles, such as crosswords, are up to date.

Based on the above description and the survey results, this education is appropriate for use and development in Indonesian language learning. According to the statistics above, some of the benefits of educandy include the ability to play a variety of word games, making it easier for educators to create various quizzes, being helpful for checking student understanding, and making practice questions more interesting.

Educandy can be used in the classroom by having students access it through their cellphones or sharing the screen with a projector so that only educators have access to it. Educandy can also be used for Distance Learning (PJJ) because it can be accessed from anywhere.

Accessing without direct supervision from educators, on the other hand, will be less effective. Because the quiz creator (author) in educandy has no idea how much value the quiz access provides. Although screenshots as evidence can be used to start the process, it will be less successful. As a result, the author believes that educandy is better suited as a game or practice of common questions rather than a medium for the Final Semester Examination (UAS). Furthermore, because this educandy is a platform that can only be accessible through an online network, network reliability is an important factor to consider when using educandy.

Despite its flaws, educandy remains one of the platforms quiz that are ideal for educators to employ in teaching Indonesian as an educational game. Because instructors use educational games to encourage students to learn more thoroughly about a subject.

D. Previous of Study

Some researchers investigated the use of Educandy Application in improving of vocabulary. The first was thesis entiled "Penerapan Game Edukasi Educandy Dalam Meningkatkan Kosakata Bahasa Inggris Siswa Sd Kelas V Pada Materi Shape". Sri Wahyuni from the University of UPI in Serang wrote this thesis. The participants in this study were fifth grade students of SDN Krenceng I Cilegon City. The results of this study clearly show that using the Educandy Application improves students' vocabulary significantly.

The second was thesis entiled "The Effect of English Vocabulary Application on The Students' Vocabulary Mastery at The Eighth Grade MTs Hifzhil Qur'an Medan" (An exprimental research with the the eighth grade of MTs Hifzhil Qur'an Medan under academic year 2019/202. This thesis was written by Lailatussifa Ritonga. The result of this research was using English vocabulary mastery could improve vocabulary mastery of students.

The third was thesis entiled "Using Games In Improving Students' Vocabulary" This thesis was written by Miftahul Jannah. The subject of this research was seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat. The result of the research showed that teaching vocabulary using game gave any effect to improve students' ability in mastering vocabulary.

This research has similarities and differences with the studies mentioned above. The studies are similar in that they both focus on specific tactics for improving students' vocabulary proficiency. However, there are certain variables in the research population that could lead to different results.

Finally, based on the preceding explanation, it is vital to conduct research utilizing a game-based teaching technique in order to improve students' vocabulary knowledge and instructor professionalism. The technique of educandy application can improve the second grade students' English vocabulary mastery of MTs Al Muniroh in academic years 2021/2022.