

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definition of vocabulary, teaching vocabulary, game, running game and previous study.

A. Vocabulary

This section discusses about definition of vocabulary, types of vocabulary, and kind of vocabulary.

1. Definition of Vocabulary

Virginia (1983) states that vocabulary is one of the most important elements in a language. There are many words in English textbooks that must be studied. No one can speak or understand the language without it. It means that when someone does not master something, they cannot create a word or an argument well.

Broadly defined, vocabulary is knowledge of words and word meanings by Beck, McKeown, & Kucan (2018). It is one of the main components in a language, which with no words no language exist. Vocabulary is a tool that people use to exchange ideas with each other. This shows that someone needs to master vocabulary, know the meaning of the vocabulary and use it or can be used to participate in conversations.

Vocabulary is one of the most important factors in language education, according to Syamsinar (2019). Students must continue to learn words while they learn sentence structure and practice speaking. Due to

the different ways that words can be used and their various meanings, vocabulary is a challenging component of learning a foreign language.

Coady (1997) states that vocabulary is the heart of language and the basic unit of a language. In line with Echevaria (2018) argues that vocabulary is the basis of communication. Learners are not going to be able to participate in the conversation if they are unable to understand the meaning of the keywords used to address them. They must be able to come up with vocabulary to explain their meaning, whether they want to ask for information, express their ideas, or give an opinion.

Vocabulary is needed by people to understand the meaning of words and help those express ideas appropriately (Hughes, 2019). It is a fact that the four language skills in the language learning process, namely listening, speaking, reading, and writing, require vocabulary mastery. Limited word mastery will have a bad influence on the teaching and learning process of a language.

Scott Thornbury (2002) states that students who are learning a new language must master the vocabulary, which is an important component of that language. Without vocabulary, Scott argues, there is not much to say. Nothing can be said without vocabulary. Students who want to enhance their English have to first understand vocabulary.

Four language skills such as speaking, writing, reading, and listening can be improved with vocabulary (Namaziandost, 2020). Vocabulary is a major aspect of any language that plays four skills in English such as writing, speaking, reading, and listening. This means that vocabulary plays

an important role for study in their field of study. Students who lack vocabulary will have difficulty understanding the text, are unable to speak English and have difficulty writing ideas on their own. In addition, students' with little vocabulary in reading will have difficulty understanding the content of the reading. Students will also have difficulty communicating with others, therefore students' will feel bored because students only use expressions with the same word. So students will stop talking because students' do not have the idea of speaking. Vocabulary has a great contribution to supporting the success of students' learning English because without vocabulary nothing can be conveyed. This means that vocabulary is important in learning English. If students have a lacking vocabulary, the student cannot express their ideas, and it is impossible to communicate effectively with people. So whether or not it is successful in learning a language depends on the knowledge of vocabulary.

2. Types of Vocabulary

Read (2000) states there are two types of vocabulary, namely active vocabulary and passive vocabulary.

Passive vocabulary groups are usually more numerous than active vocabulary. Passive vocabulary contains all the words that you understand but cannot yet be used, people understand them when heard or read. While active vocabulary is words that are understood and used in speaking or writing.

There are two types of vocabulary, namely:

- a. Passive vocabulary refers to words, which students will recognize when reading and listening. Students find it difficult when encountering such vocabulary because students only recognize it when they meet it and are not able to produce it.
- b. Active vocabulary refers to the word that the student has learned. Students who often use it in writing and speaking, even though when it is applied have difficulties, but students know how to pronounce it well. It can be said to be active vocabulary if students can use it and learn it well.

Passive vocabulary is known but not commonly used by someone. When People understand when they hear or read. Typically, the passive vocabulary group is bigger than the active vocabulary group. Both vocabularies naturally mix together. Although it may appear that the active vocabulary is more crucial for communication, the goal of teaching a foreign language is to increase students' passive and active vocabulary as well as their proficiency in the four language skills speaking, writing, reading, and listening.

It can be concluded that there are 2 types of vocabulary, namely passive vocabulary and active vocabulary. Passive vocabulary is vocabulary that is rarely found, while active vocabulary is vocabulary that is often found.

3. Kinds of Vocabulary

Hengeveld (1990) states that there are eight kinds of vocabulary, namely noun, pronoun, verb, adverb, adjective, preposition conjunction, and interjection. Of the kinds of vocabulary, the most basic are nouns, adjectives and verbs.

a. Nouns

Nouns are nouns that identify people, places, things, and animal. Nouns are important in spoken and written language, and nouns are quite easy to understand and memorize. Nouns are categorized into general nouns and special nouns. Common nouns are nouns where common nouns refer to common people, places, and objects. While special nouns are nouns that refer to something special such as people, places, and things. Some examples of nouns are:

Table 2.1

Noun			
Noun (People)	Noun (Place)	Noun (Animal)	Noun (Thing)
Chef	Bank	Cow	Locker
Doctor	Apartment	Cat	Blackboard
Nurse	Castle	Dog	Desk

b. Verb

A verb is a verb that describes a condition, action, experience of something or the activity of something. In using the verb must be accompanied by the subject and predicate. Without the subject and

predicate of the sentence, it would not be perfect. Some examples of verbs are:

Table 2.2

Verb		
Stop	Drink	Bring
Admit	Run	Sleep
Eat	Buy	Watch

c. Adjective

An adjective is a word that describes information about nouns and pronouns. The function of the adjective itself is to modify the nouns and pronouns to make them more specific and interesting. Some examples of adjectives are:

Table 2.3

Adjective		
Angry	Honest	Calm
Beautiful	Big	Smart
Arrogant	Brave	Smart

The three vocabulary categories described above form the majority of the part of speech. The text's elements of description that will be used in the research include vocabulary as well.

B. Teaching of Vocabulary

This section discusses vocabulary teaching strategies and principles of teaching vocabulary.

1. Vocabulary Teaching Strategies

In learning vocabulary, an effective teaching strategy is needed. Learning the four skills will have a negative impact if students have little vocabulary knowledge (Akramy, 2022). Therefore, a learning strategy is needed to help the teacher's teaching and learning process in the classroom.

There are several strategies for teaching vocabulary, especially by using media such as songs, videos, pictures, movies, games, etc. Learning uses games as an interlude to relieve boredom. Games can make students interested in enjoying learning English. Saputro (2019) states that some teachers believe, students can relax while playing games. So a student does not worry about making many mistakes or getting an assessment when students make mistakes.

The implementation of effective strategies both in teaching and learning vocabulary will make a positive contribution to the growth of students' vocabulary which will affect their language skills. In teaching, a teacher must provide the right strategy.

Teaching vocabulary focuses on helping students have as much vocabulary as possible so that later students do not experience difficulties in speaking English. According to Schmitt (1997) quoted from vocabulary learning strategies that each strategy produces vocabulary learning. From the explanation above, vocabulary teaching strategies must be explained effectively so that students can easily understand vocabulary. Vocabulary teaching strategies require strategies that can

attract students' attention to learning. So that students will have high enthusiasm and enjoy learning.

2. Principles in the Teaching of Vocabulary

When in the process of learning vocabulary several principles need to be known. According to Nation (2005) stated that there are six principles in teaching vocabulary, including:

- a. Clear and simple. Do not explain complicated explanations.
- b. Create a fun example to present past teaching and knowledge by demonstrating empathy.
- c. Pay attention to more words that are almost unknown.
- d. Tell students if the words are important and will be used in the future.
- e. Teach music or writing (write on the board as the teacher explains).
- f. Do not carry synonymous words or opposites of words that he does not know.

Six principles have been mentioned in teaching vocabulary. If this principle can be used properly, it is very likely that teaching and learning vocabulary can run smoothly. For example, teaching vocabulary clearly and simply. If it is explained clearly it will make it easier for students to understand and in teaching vocabulary and even others also need principles in teaching.

C. Descriptive Text

Descriptive text is person experience of how something looks and sounds (Kane, 2000). Most of it is about the visual experience. Description text is text that describes how or what someone looks like. Writing good descriptive text is when you write a description of someone, you tell them what you see in it. About it is nature, height and form. When you describe a place, you are telling what you saw and what it looked like.

Descriptive text is a simple type of text that describes a person, place or thing. The purpose of descriptive text is to tell about the subject by describing its characteristics without including opinions (Anderson 1998).

The structure of descriptive text includes identification and description. Identification is the introduction of an object or thing that is described which includes who, when, what or where. While the description is explains in detail about an object to be described.

The description text also includes several linguistic elements from simple present verbs, adjectives to describe subject features and topic sentences to start the description. As well as using action verbs, using adverbs. Meanwhile, the vocabulary used in the descriptive text is vocabulary related to the thing being described, such as physical function, behavior, appearance if it is a place, shape if it is an object and so on.

So it can be said that this descriptive text is a text that explains about a person, an object, or what that place is like, its characteristics, characteristics, how many there are and so on. With the aim to describe what is seen from the object to be described.

D. Games

Games as for teaching vocabulary, then this section discusses the definition of the game, the definition of the running game, step up the running game, advantages, and disadvantages of the running game.

1. Definition of the Game

As stated by Wright, Betteridge, and Buckby (2006), teaching vocabulary through games may help students with word memorizing and language exercise. Games can provide intense and meaningful language practice. Games offer good exercise for improving pronunciation, vocabulary, grammar, and the four language skills (Brewster, Ellis, and Girard, 2005).

Hadfield (1998) stated by Sakilah (2019) states that games are activities, goals, or elements of fun. The word game describes enjoyment and interest. Often challenge and these activities take place where students interact with one another and compete. Where in the game, there are winners and there are losers. Octaviani (2019) states that games have the benefits of learning processes that can be used in teaching and learning activities.

The game is used for refreshing purposes, where the game is done as a solution or distraction from boredom in class learning. So it is very likely that students will be excited again in learning. Games are also beneficial for students to understand the surrounding conditions. In other situations, games can also be done at the beginning of class as ice breaking to keep

students' active and warm students' brains or can also be done in the middle of learning when students feel bored.

The game consists of several rules that establish a competitive situation of two groups, three groups, and so on. In a game, the group has its own way to maximize the group's victory. Game media can help students develop vocabulary so that it is very effectively applied in the classroom to avoid student boredom while participating in learning. Therefore there are several positive influences from the game, such as the first student motivation can be influenced by the game. Second, creative and spontaneous use of language is encouraged by play. Third, the game affects the pleasant class conditions. Fourth, unconsciously playing can train four language skills. Fifth, the game can help the teacher to tell the vocabulary that is important to use. Sixth, indirectly the anxiety of students when communicating with other people will disappear because of the game. Seventh, student centered games where the teacher becomes a facilitator. Eighth, student cooperation can be influenced by the game.

2. Definition of Running Game

The vocabularies come from the lesson someone just taught or from one you taught last week, board racing is a great game to practice vocabulary. Additionally, it can be used at the beginning of class to get students participating. It is an effective method to find out what knowledge the students possess about the subject you are about to teach (Deubelbeiss, 2009).

When playing a board game, you place the dice on the counters and move ahead based on the results. A board game is a game in which players move or position counters or other playing pieces on a pre-marked surface or board according to set rules. The category of language board games includes the interesting game of board races. Whether the words were used in the lesson you just taught or from one you taught last week, they are utilized to review vocabulary. Additionally, it can be utilized when the class starts to get students active. One of the developments of the traditional board game, which can be played on a board, table, or floor, is the board race game. A good technique for students to practice their English while having some enjoyable competition is to play board races (Kusumawati, 2017).

A board game is a tool used to motivate students and increase their level of focus while they are learning. Board games are a type of game that can be played in a language classroom, according to Hilton (2008). It is an effective, anxiety-free, and enjoyable approach for students to acquire and practice communication skills and to create their own communication tactics that they can quickly adapt to real-world situations.

Mike (2017) stated running game is a board game played by two or more groups, where each group member tries to write down as many vocabulary lists as possible on the blackboard starting from the topic that has been given. Running games are carried out to attract the enthusiasm and motivation of students in learning while playing. The aim of this

game is for students to compete in a competition to remember and write as many vocabulary words as possible correctly on the blackboard.

Fitri Palupi (2017) stated a game that can be played on a board, table, or floor is a board game. Playing competitive board races is a great way for students to practice their English.

Running games can be done at the beginning of learning to relax the student's brain. This method can be used to test what students' already know about the subject we are going to teach. In running games, teachers only need a blackboard, two color markers as well as free space so as not to interfere when students write vocabulary on the blackboard.

3. Step up of the Running Game

In a game, it must have steps in its implementation. Below is a picture of a running game according to Widya (2019).



Figure 2.1
The example of topic by running game

Here are the steps of running game from the picture above:

Table 2.4 Teaching procedure by running game

Pre-Activity	As in the picture, the teacher divides the students into two groups and gives each group a different color marker.
	The teacher draws a vertical line on the blackboard by giving a topic on it.
	Then the teacher gives instructions to students to start the game
Main Activity	At the start of the game students immediately run to write vocabulary on the blackboard.
	Students' who have already written on the blackboard, give markers to their group in turn
	After the time provided by the teacher is up, then the student stops continuing the game.
Closing	After the student has finished the game, the teacher checks the vocabulary writing and calculates the correct amount of vocabulary.
	The winning group is the one that manages to write down the amount of vocabulary correctly and a lot.

4. Advantages and Disadvantages of Running Games

There are several advantages of running games, such as being fun for students when studying, making it easier for students to memorize and remember the vocabulary students have learned, involving students in working with their groups, making students more active. Then, in running the game, it has disadvantages, such as when the class becomes crowded. The class atmosphere is lively because students have to work in groups and run to the blackboard. It is undeniable that the class atmosphere will be live.

E. Previous Study

Running games have been investigated by several previous studies. One of the studies from Syamsinar (2019, the purpose of the study is to find out how a team race game could help the students at SMP Negeri 2 Panca Rijang

improving their ability in vocabulary. The results of it showed that the vocabulary was significantly improved by using team race games.

There are similarity and difference between previous study conducted by Syamsinar (2019) and this study. The similarity of this research is to teach vocabulary with running game. The difference in this study is method. Previous study used the pre-experimental method with one group, but this research used the classroom action research. Then, the place of research is at SMP Negeri 2 Panca Rijang, while the researcher is at SMPN 1 Plosoklaten.

The second previous study was conducted by Rupiah (2019), the purpose of this research is whether any significant effect of Board Game on students' vocabulary. This study attempts to determine whether board games have any noticeable effects vocabulary proficiency. This indicates that board games have a significant effect on student's language skills at SMP Negeri 2 SaiparDolok Hole, where they are in eighth grade.

There are similarity and difference between previous research conducted by Rupiah (2019) and this study. The similarity of this research is the game used. The difference in this study is method. Previous studies used the experimental method, but this research used the classroom action research method. The previous research used eight grade students and this research used seventh grade students. Then, the place of research is at SMP Negeri 2 Panca Rijang, while the researcher is at SMPN 1 Plosoklaten.

The third previous study was conducted by Nurdina (2021), the purpose of the study to enhance students' vocabulary mastery at SMPN 8 Donggo Satu Atap by using board race game. The population of the research is the eighth

grade. The result of the previous research that board race game has significant effect on students' vocabulary mastery in the term of verb and adverb.

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