

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer discussed about review of related literature which consists of (a) the previous of the study, (b) vocabulary, (c) games, (d) the jumbled letters game, and (e) quasi-experimental design.

#### A. Previous Study

In this study, the writer took researches from Sofika Chandra Nilawati, Siti Umi Lailatul Fitriyah, Nguyen Thi Thanh Huyen and Ali Sorayaie Azar as the previous of the study. The writer found:

1. Sofika Chandra Nilawati (2009) conducted a study entitled “The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students (The case study of the fourth graders of SDN Leteh II Rembang in the academic year of 2007/2008).” The result of this study is the students’ mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the puppets was given. It was supported by the significant different result of the pretest that was lower (56.64%) than post-test (96.19%).<sup>1</sup>
2. Siti Umi Lailatul Fitriyah (2011) conducted a study entitled “Enriching Students’ Vocabulary Through Board Work Activities at MTs Fatahillah Simongagrok Dawarblandong Mojokerto.” The subjects of this study were the eighth graders of MTs Fatahillah Simongagrok

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<sup>1</sup> Sofika Chandra Nilawati, *The Effectiveness of Teaching Vocabulary by Using Puppet At Elementary School Students* (Semarang: English Department Faculty of Languages and Arts, 2009).([http://uap.unnes.ac.id/data/skripsi/abstrak/ppt/the\\_effectiveness\\_of\\_teaching\\_\\_2201403685.ppt](http://uap.unnes.ac.id/data/skripsi/abstrak/ppt/the_effectiveness_of_teaching__2201403685.ppt)) Accessed on February 28, 2013.

Dawarblandong Mojokerto. The result of this study is related to the students' score of vocabulary tests, the students' vocabulary had improved. It could be seen from the result of students' score from the first cycle until the third cycle. Their average score increased from 75,53, 77,5 to 86,79 and in the third cycle, all students got score more than or equal to 75. This was in accordance with the minimum score targeted.<sup>2</sup>

3. Nguyen Thi Thanh Huyen (2011) conducted a study entitled "The Effectiveness of Learning Vocabulary Through Games". The result of this study is learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language.<sup>3</sup>
4. Ali Sorayaie Azar (2012) conducted a study entitled "The Effect of Games on EFL Learners' Vocabulary Learning Strategies". The result of this study is learning a new language and its vocabulary through games is one significant and interesting way that can be applied for low level language learners. The results of this study suggest that games are used not only for having fun time in EFL classes, but more

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<sup>2</sup> Siti Umi Lailatul Fitriyah, *Enriching Students' Vocabulary through Board Work Activities at MTs Fatahillah Simongagrok Dawarblandong Mojokerto*, (Surabaya: English Department, Tarbiyah Faculty, IAIN Sunan Ampel, 2011). (<http://digilib.sunan-ampel.ac.id/gdl.php?mod=browse&op=read&id=jiptiain--sitiumilai-9436>). Accessed on February 28, 2013.

<sup>3</sup> Nguyen Thi Thanh Huyen, *The Effectiveness of Learning Vocabulary Through Games*, (A Division of Time Taylor International Ltd: Asian EFL Journal Press, 2011). (<http://www.asian-esp-journal.com/Volume-8-3.pdf>), Accessed on February 28, 2013.

importantly, for the useful interaction and cooperation among EFL learners. The language games can be considered as a practice and review of language lessons in EFL classrooms.<sup>4</sup>

Based on the previous of the study above, the writer was interested to applied the jumbled letters game in the teaching vocabulary at third grade students of SDN-VIII Menteng Palangka Raya. The similarity of this study to those previous study was all of the researches about teaching and learning the vocabulary. The differences of this study to those previous study were the independent variable of this study was the jumbled letters game and the independent variables of those previous study were using Puppet, Broad work activities and game of EFL.

In this study, the writer used test as the main instrument of the study. In this study, the writer used pre-test and post-test design. The writer gave pre-test and post-test to the students. The test was given to know the students' vocabulary before the jumbled letters game was applied and to know the progress of their vocabulary after the jumbled letters game have been applied. The writer used the t-test to analysis the data because the writer want to measure the effect of the jumbled letters game on the vocabulary achievement scores of third grade students of SDN-VIII Menteng Palangka Raya.

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<sup>4</sup> Ali Sorayaie Azar, *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*, (International Journal of Basic and Applied Science: Insan Akademika Publications, 2012). ([http://www.insikapub.com/Vol-01/No-02/11JBAS\(1\)\(2\).pdf](http://www.insikapub.com/Vol-01/No-02/11JBAS(1)(2).pdf)). Accessed on February 28, 2013.

## B. Vocabulary

### 1. The Definition of Vocabulary

There are various definitions of “vocabulary”, they are: A. S. Hornby said that vocabulary is the total number of words which make up a language.<sup>5</sup> So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language terms.

Moreover, there is another definition of vocabulary, it is: according to David L. Shepherd; he said that vocabulary is one of the most significant aspects of language development.<sup>6</sup> It means that vocabulary is the one that must be taken into consideration in language development. Monolingual dictionary specifies it more properly. It says that vocabulary means:<sup>7</sup>

- a. All the words that a person knows or uses.
- b. All the words in a particular language.
- c. All the words that people use when they are talking about a particular subject.

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<sup>5</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1987) p. 461.

<sup>6</sup> David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973) p. 39.

<sup>7</sup> Renata Bockova, *Teaching Vocabulary*, (Masaryk University In Brno Faculty of Education, 2007), p. 10.

- d. A list of words with their meanings, especially in a book for learning a foreign language.”

According to the Collins Cobuild, the vocabulary of language is the total number of word and someone’s vocabulary is the total number of words in a language that he or she knows. Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.<sup>8</sup>

## **2. Kinds of Vocabulary**

According to Thornbury, there are two kinds of vocabulary. They are function words and content words.<sup>9</sup>

### **a. Function Words (Grammatical Words)**

Function words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

#### **1) Prepositions**

Prepositions are words or group of words that is used to show the way in which other words are connected. Example:  
for, of, in. etc.

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<sup>8</sup> Rosa M Lopez Campillo, *Teaching and Learning Vocabulary : An Introduction For English Students*, (UCLM: Magisterio De Albacete), p. 35.

<sup>9</sup> Scoot Thornbury, *How to Teach Vocabulary*, Oxfordshire: Pearson Education Limited, 2002, p.4

## 2) **Conjunctions**

Conjunctions are words that connect sentences, phrases or clauses. Example: and, so, but, etc.

## 3) **Determiners**

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example: the, a, an, my, this, some, etc.

## 4) **Pronoun**

Pronoun is a word that is used in place of a noun or noun phrases. Example: her, she, they, etc.

## b. **Content Words (lexical word )**

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

### 1) **Nouns**

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea. Example: Eleanor, book, etc.

### 2) **Verbs**

Verbs are words or group of words which is used in describing an action or state. Example, write, ride, etc.

### 3) **Adjectives**

Adjectives are words that give more information about noun or pronoun, example, kind, better, etc.

#### 4) Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.

Based on the material and the syllabus of the the third grade students of SDN-VIII Menteng Palangka Raya, the writer limited the vocabulary in this research on the content vocabulary especially about noun. These limitations have a purpose to get optimal result of the research.

### 3. The Importance of Vocabulary

There are some importance of vocabulary, they are: According Lee C. Deighton, Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills. It's mean that dealing with learning English as a foreign language, vocabulary is one of the components of language which has the most important role in mastering four language skills.<sup>10</sup>

Furthermore, there is another importance of vocabulary, it is: according to David L. Shepherd, he said that vocabulary is a basic skill to communicate; people will not be able to communicate easily

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<sup>10</sup> Lee C. Deighton, *Encyclopedia of Education*, (New York: Mc. Millan Co Free Press, 1971) p. 461.

without knowing it. It means that vocabulary is important in communication.<sup>11</sup> According to Taylor, vocabulary is central to language teaching and learning. This implies that an explicit teaching and learning of vocabulary is essential especially when learning a new language is occurring and learners have to deal with unfamiliar vocabulary.<sup>12</sup>

#### **4. Teaching of Vocabulary**

Teaching vocabulary is an important role in language because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.<sup>13</sup>

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<sup>11</sup> David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973) p. 39.

<sup>12</sup> Iran Dolati, *Effects of Instructional Games on Facilitating of Students' Vocabulary Learning*, (Iran : Australian Journal of Basic and Applied Sciences, 2011), p. 1219.

<sup>13</sup> Adrian Doff, *Teach English Fourth Printing*, (Cambridge: Teacher Training and Development, 1990), p. 11.



According to A. S. Hornby, vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express ones thought. So, teaching vocabulary is an activity to acquire some new words to improve the language.<sup>14</sup>

## C. Games

### 1. The Definition of Games

A game is an activity with rules, a goal and an element of fun.<sup>15</sup>

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.<sup>16</sup>

According to Larcabal, a game can help those who play develop their inner self, help them related to other more effectively and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self confident, and bring them and the facilitation and anxiety that prevent students from acquiring the language.<sup>17</sup>

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<sup>14</sup> Nur Hidayatul, *The Analysis of Vocabulary Teaching Trough Puzzles*, (Thesis Surabaya, UNESA, 2002) p, 25. (<http://digilib.sunan-ampel.ac.id/files/disk1/188/jiptiain--sitimunawa-9381-5-bab2.pdf>). Accessed on October 24, 2012.

<sup>15</sup> Hadfield Jill, *Elementary Vocabulary Games*, (Longman: Pearson Education, 1998), p.4.

<sup>16</sup> Luu Trong Tuan, *Vocabulary Recollection Through Games*, (Vietnam: Academy Publisher, 2012), p. 259.

<sup>17</sup> Larcabal Rita Susana, *The Role of Games in Language Acquisition*, (English teaching Forum Vol. 30, 1992), p. 28.

Based on those statements, so games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. By using games the students are able to learn the target language unconsciously. They learn some new words without any stress on their feeling.

## **2. The Characteristics of Games**

According to Bradley, games have some characteristics that are advantageous to language learners as follows:<sup>18</sup>

- a. Games engage all students in the learning process. When students play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with students who are highly motivated and competitive.
- b. Games provide an opportunity for collaboration and/or cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal - winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they

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<sup>18</sup> Luu Trong Tuan, *Vocabulary Recollection Through Games*, (Vietnam: Academy Publisher, 2012), p. 260.

are actually learning, but they are working together towards a common goal.

- c. Games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning.

Concisely, games help engage all students, provide an opportunity for collaboration, cooperation, and provide an enjoyable learning experience.

### **3. The Principles of Games Selection**

According to Weed, there are some principles of games selection. The principles can be used as a sort of a checklist when selecting a game, in which there are factors that the teacher must take into account. They are can be explained as follows:<sup>19</sup>

- a. The purpose of the game

The teacher should refer to the section concerning purposes and relate the purpose to the particular point to teach in the lesson.

- b. The number of the students

The teacher should know that there are some games, which work well only for a large number of students, and some which work quite well with two people. It means that the game has to be well planned in advance before applying to the class activity.

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<sup>19</sup> Gretchen E, *Using Games In Teaching Children*, (English Teaching Forum. Vol X, 1972) p. 2.

c. The age of the students

Naturally, children do not suit adult games and vice versa. However, the teacher can use different vocabulary items and shorter structure to make the game suit the level of the students.

d. The level of the activity

A teacher should note that it is hard to settle down the students after they play a very active game. So, the teacher should play a certain kind of game that can be used to settle down the students at the end of the lesson.

e. The time allocation

Some games need a lot of time to play. A seemingly simple game may take a long time to play. So the teacher should make sure that students have learned necessary sentence structures and vocabulary before.

#### **4. Games in Language Learning**

According to David and Roger, they said that games are attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning.<sup>20</sup> That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result.

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<sup>20</sup> David W. Johnson and Roger T. Johnson, *Learning Together and Alone, Cooperation, Competitive and Individualization*, (New Jersey: Prentice Hall. Inc. Englewood Cliffs, 1975) p.100.

To make games effective, Lubis suggests, “Games are best set up by demonstration rather than by lengthy explanation.”<sup>21</sup> It means that by demonstrations, students will get experience to practice their physics, emotion and thought. To know the effectiveness of the games, let us have a look at the advantages of using games proposed by Rita Susana Larcabal:<sup>22</sup>

- a. Help those who play to develop their inner self.
- b. Help them related to others more effectively and cooperatively  
Train them in creative freedom as they feel less embarrass or afraid  
or become more self confident, and finally.
- c. Bring them and the facilitator closer, which will eventually help to  
lower the tension and anxiety that prevent students from acquiring  
the language.

Based on the statements above, can be concluded that games is fun, it is can create relaxes atmosphere if use in teaching learning process. So it can be make the students easier to receive the material.

## **5. The Advantages of Using Games to Teach Vocabulary**

Teaching and learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. Gredler defined games as any contest among adversaries (players) operating under constraints (rules) for an objective (winning)”. Games

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<sup>21</sup> Yusnaini Lubis, *Developing Communicative Proficiency In The English Foreign Language* (EFL). (Jakarta: Depdikbud, 1988) p.58.

<sup>22</sup> Larcabal Rita Susana, *The Role of Games in Language Acquisition*, (English Teaching Forum Vol. 30, 1992) p. 28.

provide quite extensive language practice opportunities for both general and specific language skills and so they will be considered as an integral part of a teaching program. Games are an important and powerful educational tool.

As far as learning vocabulary is concerned, Nguyen & Khuat point out games help learners to learn and retain new words more easily. They also mentioned that vocabulary games enable learners to use English in a meaningful communicative context. It is understandable when one considers that games require physical participation of the learners and they no longer confine themselves to sitting on desks in rows. Games act as a powerful force to motivate learners and draw out the quiet or unsure learners.<sup>23</sup>

According to Gertrude, games have proven to have advantages and effectiveness in learning vocabulary in various ways:<sup>24</sup>

- a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- b. Games usually involve friendly competition and they keep learners interested.
- c. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.

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<sup>23</sup> Iran Dolati, *Effects of Instructional Games on Facilitating of Students' Vocabulary Learning*, (Iran : Australian Journal of Basic and Applied Sciences, 2011), p. 1220.

<sup>24</sup> Gertrude Nye Dorry, *Games for Second Language Learning*, (New York: Mc. Braw-Hill, Inc), p.56.

Games are highly motivating and they give students more opportunity to express their opinions and feelings.

- d. Games add diversion to the regular classroom activities, but they are also used to introduce new ideas.

According to Both, he said that games can help vocabulary building. Through games, the students' vocabulary can be added and built." According to Phun as cited by Dorry mentions that vocabulary games, there are sense of excitement about words, sense of wonder and feeling of pleasure. As a result, the students are eager to learn the words because they need them. So, vocabulary games attract the students to learn and to feel excited in learning words.

#### **D. The Jumbled Letters Game**

##### **1. The Definition of Jumbled Letters Game**

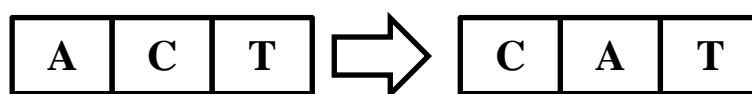
Jumble Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. A word jumble is a common type of word puzzle in which you have a jumbled word or group of words. You must unscramble them to form a real word or phrase. Some word jumble games give you a category, such as movies or books.

Jumbled letters is a strategy used to unlock the difficulty of the lesson. The teacher will prepare pieces of the paper where in each piece one letter of the term to be defined. The class will be divided into two and each group will have a representative for each term to be defined. The pieces of letters will be posted on the board in jumbled order. The quiz master will read the meaning then the representative will arrange the jumbled letters to define the meaning of the term. The first representative to finish arranging the jumbled letters will earn one point for their group. The group who has the highest point will be the winner.<sup>25</sup>

## **2. Kinds of Jumbled Letters Game**

### **a. Shuffle**

It is by the shuffle existing tiles on a single line to create a new word. The students will not use any of the tiles on the line for this option. Instead, the simple scramble or shuffle the tiles already on a line to create a new word. For example:



### **b. Add**

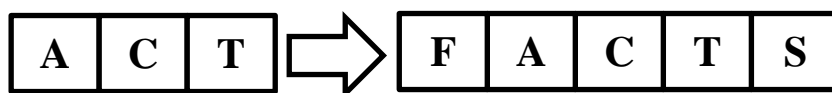
It is by add tiles to a line to create a new word. The students may add a maximum of two tiles. The students must draw one or

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<sup>25</sup> Leonora D. Basbas, *Learning and Living in The 21<sup>st</sup> Century*, (Philippine: Rex Book Store, Inc, 2007), p.151.



two new tiles from the tile bag so the students has a total of five tiles on the tray at the end of their turn. For example:



**c. Shuffle and Add**

It is by add tiles to a line and also shuffle those tiles on the line to create a new word. The students may add a maximum of two tiles from their tray on any given turn. The students must draw one or two new tiles from the tile bag so they have a total of five tiles on their tray at the end of their turn. For example:



**3. The Advantages of Jumbled Letters Game**

There are some advantages of jumbled letter game. The first, by using jumbled letters game in the teaching vocabulary, it is expected can improve the student's vocabulary writing and spelling. The second, by using jumbled letters game the students will not get bored in the teaching and learning activities.

The third, by using jumbled letters games the students are able to learn the target language unconsciously. The fourth, jumbled letters games can help the students to arouse their self confident, more creatively and decrease the anxiety from acquiring the language.<sup>26</sup>

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<sup>26</sup> Gertrude Nye Dorrry, *Games For Second Language Learning*, (New York: Mc. Braw-Hill, Inc, 1966) p. 21.

#### 4. The Jumbled Letters Game for Teaching Vocabulary

The teacher will give letters of a word in a jumbled form (letter jumbled) and asking the students to choose the alternative that can make a word is another test. The letters in the spelling of the word are numbered and alternatives formed by different arrangements of the number are given. There are several steps of the teaching vocabulary by using Jumbled Letters Game. The first, every student is given letter cards, each card containing one letter of the target words. The second, letter cards are given out of random order and that student has to arrange them in the correct word.<sup>27</sup>

#### E. Quasi-Experimental Design

Experimental is to establish a cause and effect relationship between two phenomena. The writer will aim to establish that one variable, the independent variable, causes changes in order variable, the dependent variable. Experimental design is a study design in which the researcher imposes some artificial constraints in the setting, manipulates the independent variable to establish cause-effect relationship or both. Experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable. In the present study, the writer typically compare two groups, one of which (the

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<sup>27</sup> Julia Khan, "Using Games in Teaching English To Young Learners" *Teaching English to Children*, (London: Collins, ELT, 1992), p. 142.

experimental group) receives the treatment, while the other (the control group) does not.

The writer used nonrandomized control group pre-test post-test design. There were two groups in this design, they are control group and experimental group. Both groups were given pre-test to measure the score of students before the treatment was given. Then, the treatment was given for experiment group only. The control group was not given the treatment but another conventional strategy as usual. The post-test was given for both groups to measure the difference score of students between control and experiment group.<sup>28</sup>

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<sup>28</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education 8<sup>th</sup> Edition*, (Canada: Nelson Education, Ltd, 2010), p.316.