CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

Josef Hladky in his Glossary of Linguistic Terms defines as a words as “The smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech”. Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

From all definitions above, it can be concluded that vocabulary is all the words of language that can stand alone to know the meaning of words. Moreover, the learning of an adequate vocabulary is essential for successful in mastering the language.

2. The Importance of Vocabulary

Vocabulary is important to express the ideas or to ask certain information. Vocabulary is essential in communicating
with other. If someone does not know the meaning of word used by other in communicating, someone will be unable to respond.

River in Nunan (1983 : 125) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary. Someone will be unable to use the structure and functions that have been learned for comprehensible communication.

Further Nunan (1991 : 81) states that the lack of vocabulary makes students unable to follow the lesson well. They are also unable to use English maximally.

From the explanation above, vocabulary becomes an important thing in learning English because vocabulary is the first basic important thing in learning English and also when someone will speak, write, read, or listen English, of course someone can’t avoid the vocabulary.

3. Learning Vocabulary

As we know that words are very essential and having lack of them make us unsecured in learning a language, people always try any ways. Brown and Payne in Hatch (1995 : 357) states that there are some ways that can help learner in learning and mastering vocabulary. They are as follow:

a. Dictionary

Obviously, a language learner has to have good vocabulary. Meanwhile, when someone has a trouble in
knowing the meaning of word, dictionary can be used effectively if someone is aware of word limitation and consult them only to find a quick definition.

b. Aids the memory

The learners used notebook in keeping the new vocabulary when they find a new word in the text and they do not understand what it means.

Rubin in vocabulary Expansion (1982 : 6) gives six suggestions on how to study vocabulary, those are:

1) Choose a time best for you so that you do not feel pressured.

2) Try to find empty place that may disturb your studying.

3) Should not do all the exercises in one setting studies have shown that you will remember your material better if your space studying over a period. The thing to do is to find and work at a space that is good for you.

4) Recall which refers to how much you remember.

5) When the entire exercises are completed, go over the words you have learned. In addition, take a few minutes to review the previous exercises.
6) To make you remember the vocabulary, try to use them daily in your written work or speech. In addition, see how many games you meet these words in your class.

From the explanation above, we can say that using differences of methods can develop students’ vocabulary. We can choose one of them based on their ability.

4. The Aspects of Vocabulary

In learning vocabulary, the students have to master the aspects of vocabulary. According to Lado (1972:1), there are four aspects of vocabulary namely meaning, spelling, pronunciation and word classes.

a. Meaning

The most important aspect in learning vocabulary is students have to know the meaning of vocabulary. Guide discovery, contextual guessing words and using dictionaries should be the main ways to deal with discovery meaning. Guided discovery involve asking questions or offering example that guided students to guess meaning correctly. In this way, students get involve in a process of semantic processing to help students in learning process.

Contextual guesswork means making use of the context in which the words appears to derive an idea of its meaning or in
some cases. Knowledge or word formation, e.g. prefixes and suffixes can help students to cover the meaning.

b. Spelling

Spelling is very important in learning vocabulary because it is used to know the words correctly in writing vocabulary. Students should be relaxed in spelling in order to help students in writing skill. Students have some spelling problem, for example the letter I is not always pronounce /I/. therefore, the teacher has to teach students spelling and pronouncing the words correctly.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the words. Most words have only one pronunciation, but sometimes a word has two or more pronunciation. Many students want to be able to speak English well with understandable pronunciation so that they can communicate without hindrance. Good pronunciations make the audience easier to understand the speaker.

d. Word classes

Word classes are categories of word. It is an important feature in semantic feature analysis. The example of words classes are nouns, verbs, adjective, adverbs and proposition.
The classification of the words of a language in this way is dependent on their function in communication.

5. Teaching Vocabulary

Vocabulary is given in every level of language learner. In senior high school, the learner should be given the vocabulary lesson to give basic of knowledge in English.

According to Cranmer (1986 : 59), teaching vocabulary is important as teaching structure and look at a range of activities which are designed to teach and practice word on their various uses as follow:

a. Using realia

One way of teaching vocabulary is by taking real objects to the classroom or using the ones the teacher has in it. Example: a chair, a board, a pen, a ruler, etc.

b. Showing the picture

Pictures are interesting media that are used to improve students’ vocabulary. It means that picture can be used as teaching media especially when there are used to illustrate the meaning of the words. Picture can be used to explain the meaning of vocabulary item. Picture can be all pictures, chart magazines picture, board drawing, wall picture, flashcard and other non-technical visual representation.
c. Mime, Action, and Gesture

It is impossible to explain the meaning of word and grammar either thought the use of relia in picture. Actions like running, walking or smoking are easier to explain by acting the word.

d. Showing contrast

It is often to explain the meaning of words by showing an opposite word. Example: fast × slow, fat × thin, tall × short, etc.

e. Using enumeration

Words can be explained by enumerating or listing various items. Example: vegetables = broccoli, tomato, cucumber, etc.

f. Giving explanation

The teacher uses this method to explain the meaning of vocabulary items that are very difficult. This vocabulary that can be explained by teacher if students are difficult and the vocabulary is limited in dictionary. Therefore, teacher should explain more about the meaning of the vocabulary.

g. Translating

Translation is a quick and easy way to present the meaning of word, in the first place, it is not always easy to translate words and the second place, even where translation is
possible, it may take it a bit too easy students by discouraging them for interacting with words.

h. Game

Game is a technique of teaching and learning process that can help and encourages many learners to sustain their interest work. Game also help the teacher to create context in which the language is useful and meaningful (Andrew Wright, 1984 : 1).

Based on the description above, actually teaching vocabulary for the learner needs many appropriate ways. Teacher has to know on how far the students’ competence is and what the right technique. Teacher cannot teach just once because students need to practice continuously through knowing words which have been made by students.

B. Games

1. Definition

Game is short activities and applied to create a relaxed and pleasant learning atmosphere in the classroom. Game promotes learning and teaches students vocabulary as well. It helps students to learn new words and phrases that appear in the game and to recall their existing vocabulary at the same time.

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which
players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language." (Toth, 1995) in Asian EFL journal on December 2003.

With using of game, teacher can create various context in which students have to used the language to communicate, exchange information and express their own opinions (Wright, Betteridge and Buckby, 1983 : 1).

In summary, game is useful and effective tools that should be applied in vocabulary classes. Students can learn vocabulary easily using game because game can stimulate students to motivate them in learning vocabulary.

2. The Advantages of Game

Playing games in the classroom can enormously increase students’ ability in using language because students have a chance to use language with a purpose in the situation provided.

Nguyen Thi Huyen and Khuai Thi Thu in Asian EFL Journal on December 2003 said that games have effectiveness in learning vocabulary. The advantages are as follow:

a. Games bring in relation and fun for students.

b. Games usually involve friendly competition and they keep learners interested.
c. Vocabulary games bring real world context in to the classroom, and enhance students use English in flexible communicative way.

Kim (1995: 35) presents six advantages of using the language games in the classroom, which are:

a. Games create a meaning full context for language uses.

b. Games provide language practice in the various skills such as: speaking, listening, reading, and writing.

c. Games are welcome break from the usual language class.

d. Games are motivating and challenging.

e. Games encourage students to interact and communicate.

f. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

Wright et al. (1983 : 1) write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed
condition. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication, which is in line with the objectives of the teaching skill.

Lubis in Mei and Yu-Jing (2000, 10) state the reason why the teacher uses games in the class time. They are as follow:

a. Games are fun and children like to play them. Through games, children will get experiences discover and interact with their environment.

b. Games make the reason for speaking feasible even to reluctant students.

c. Students can participate positively.

From the explanation above, it can be concluded that when we use games in teaching and learning process, the class will be enjoyable, but not all games can make students active. Therefore, the teacher should be able to choose the appropriate game which suitable with the language class.

3. The Disadvantages of Game

There are some disadvantages of using games in the classroom based on Halimah (2012 : 21), they are:

a. Using games need long time.

b. Using games can disturb other classes.
c. Not all the students are interested in games.

Based on the description above, the teacher teaches students using games in the true way. Game is one kind of media that we can use to teach vocabulary. Therefore, teacher teaches vocabulary using snake and ladder game easily. Because of that, we should look for the way on how to teach vocabulary clearly and understandable. The student will get motivation in teaching and learning process using snake and ladder game.

4. How to Choose Game

According to Tyson (2000) in Yuna Young Mei and Jang Yu Jing (2000 : 1), there are five ways how to choose game, they are as follow:

a. Game must be more than just fun

b. Game should involve friendly competition

c. Game should give students a chance to learn, practice or review specific language material.

d. Game should involve all of the students.

e. Game should encourage students to focus on the use of language rather than on the language itself.

Enjoyment of game is not restricted by age. Some individuals, regardless of age maybe less found of games than other may. But,
how much depends on the appropriateness and the role of the player, Wright (1984: 2)

5. The Types of Game

There are many types of game in teaching learning process. Cazzane (2009: 1) in Halimah proposes seven types of language games that can be used in connection with the Language teaching. Those are can be explain as follows:

a. Board games

Board games use as a central tool a board on which the players’ status, resources, and progress are tracked using physical tokens. Many also involve dice and/or cards. Virtually all board games involve “turn-based” play; one player contemplates and then makes a move, then the next player does the same, and a player can only act on their turn. These games can be adaptations of several well-known card games and board games like snakes and ladders.

b. Card games

Card games use a deck of cards as their central tool. These cards may be a standard Anglo-American (52-card) deck of playing cards (such as for bridge, poker, Rummy, etc), a regional deck using 32, 36 or 40 cards and different suit signs (such as for the popular German game skat), a tarot deck of 78 cards (used in Europe to play a
variety of trick-taking games collectively known as Tarot, Tarock, and/or Tarocchi games), or a deck specific to the individual game (such as Set or 1000 Blank White Cards).

c. Dice games

Dice games use a number of dice as their central element. Board games often use dice for a randomization element, and thus each roll of the dice has a profound impact on the outcome of the game, however dice games are differentiated in that the dice do not determine the success or failure of some other element of the game; they instead are the central indicator of the person's standing in the game. Such games are thus popular as gambling games; the game of Craps is perhaps the most famous example, though Liar's dice and Poker dice were originally conceived of as gambling games.

d. Domino and tile games

Domino games are similar in many respects to card games, but the generic device is instead a set of tiles called dominoes, which traditionally each have two ends, each with a given number of dots, or "pips", and each combination of two possible end values as it appears on a tile is unique in the set. The games played with dominoes largely center around playing a domino from the player's "hand" onto the
matching end of another domino, and the overall object could be to always be able to make a play, to make all open endpoints sum to a given number or multiple, or simply to play all dominoes from one's hand onto the board.

e. Pencil and paper games

Pencil and paper games require little or no specialized equipment other than writing materials, though some such games have been commercialized as board games (Scrabble, for instance, is based on the idea of a crossword puzzle, and tic-tac-toe sets with a boxed grid and pieces are available commercially).

f. Guessing games

A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word. Charades is probably the most well-known game of this type, and has spawned numerous commercial variants that involve differing rules on the type of communication to be given, such as Catch Phrase, Taboo, Pictionary, and similar. The genre also includes many game shows such as Win, Lose or Draw, Password and $25,000 Pyramid.
g. Video games

Video games are computer- or microprocessor-controlled games. Computers can create virtual tools to be used in a game between human (or simulated human) opponents, such as cards or dice, or can simulate far more elaborate worlds where mundane or fantastic things can be manipulated through game play.

In this research, the board game is applied in a form of *Snakes and Ladders game*. Snakes and Ladders is chosen because in fact it has the same characteristic with the board games that are: it uses a piece of board, and a token in playing this. Teacher can use those game in teaching learning process based on the material that will be taught for the students.

6. Some Advices in Choosing Game

Based on the Ersoz in the TSEL Journal Vol. VI, No. 6, June 2000, there are some advices in choosing the game for teaching learning process. They are as follow:

a. Games should be regarded as supplementary activities. The whole syllabus should not be based on games only even for young learners.

b. When choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation.
c. Once the game has begun, the teacher should not interrupt to correct mistakes in language use.

d. The teacher should not compel an individual to participate. Some learners may not want to participate due to personal reasons. Forcing students to participate usually does not have successful results.

e. A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring, it should be stopped.

f. Give clear instructions. Unless the learners know what he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.

Based on the explanation above, teachers have to be careful in choosing the game because not all of the games are good to teach students. If the teachers follow those advices in choosing the game, teaching and learning process will be run well and students are easier accept the lesson.

C. Snake and Ladder Game

1. Definition of Snake and Ladder Game

    *Snakes and Ladders game* is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situation. (Dussart, 1984 : 96). Snakes and Ladders, also commonly referred to as Chutes and Ladders, is a board game in which players try to
move their game pieces across a game board with 100 spaces. Certain spaces are marked by a ladder that can be climbed to jump ahead, while others have a snake or a chute that sends the player who lands on it back several spaces. Use this guide to make your own Snakes and Ladders game.

In addition, *Snakes and ladders game* is one of the example of game that can be applied by teacher in teaching vocabulary. This game can be categorized as both competitive and co-operative game in which player or team race to be the first to reach the highest score.

In the skill practice, the teacher divides the class into group of four and explains how to play the game. Then, the teacher delivers the Snakes and ladders card in each group. Each student in the group holds one thing to play Snakes and ladders and a dice to play the game. Student has to hake the dice and sees what number she or he gets. Student run the thing based on the number of dice and student have to answer the question in the card that has been prepared by teacher about vocabulary. It can be played with the group until students get many vocabularies in playing the game.

2. **The Advantages Snake and Ladder Game**

According to Solihin (2011 : 3) on his blogspot, *snake and ladder game* has some advantages for students. They are as follow:
a. The student can learn vocabulary easier.
b. Snake and ladder game is effective to review the previous material.
c. Snake and ladder game is practice and economic to be played.
d. Students are able to study socialization correctly.
e. Snake and ladder game can increase students’ enthusiast in learning process.
f. Students are able to be active in learning process.

3. The Disadvantages of Snake and Ladder Game

a. Students will be bored with snake and ladder game because there are many questions.
b. Teacher can not control students well.
c. Snake and ladder game is not appropriate used in large class.

4. How to Play the Game

Based on Dussart (1984 : 96), in playing snake and ladder game for learning vocabulary, there are some ways or rules for the students in teaching and learning process. The rules are as follows:

a. Students are divided in to group. One group consisted of four or five students.
b. Teacher chooses one of the students in each group to be a leader. The leader has to lead the game and manage the time well. The leader also checks the right answer on the key
answer. The leader has to help his/her friends if they get difficulties in playing the game. If the leader can not help her /his friend, leader can ask to the teacher. Leader will be changed in every meeting.

c. Each student throws the die or spins. The student who has the highest number starts the game by throwing the die and moving his/her counter, starting at space 1 or START, According to the number shown on the die or spins.

d. If the student gets number six on the die, she/he throws the die again.

e. If a counter stops on the head of a snake, the student must slide the counter down the snake until it gets to the tail.

f. If a counter lands at the foot of a ladder, the student must put the counter on the top.

g. Students can play the game with shaking die and they have to answer the questions on the card based on number of board. Taking example if student get number 8, she/he takes card number 8 and answers the question. They also have to write the answer on the students’ worksheet given by teacher.

h. If student’s counter stops on the ladder, student has to open the card based on the number they got and answer the question. If she/he can answer the question correctly, she/he can raise the ladder and she/he gets the point 10. But, if student cannot
answer the question or the answer is wrong, she/he goes back to the first grind and gets the point 5.

i. The winner of this game is the first student who reaches “Finish”.

5. Teaching Vocabulary Using Snake and Ladder Game

Vocabulary is used by people in daily life activity to communicate with other. It is used to express opinions, ideas, views, criticism, and also express feeling. Vocabulary plays an important role in developing students’ English skill mastery. So it is necessary for the students to learn vocabulary well.

Vocabulary is a list of words or phrases of a language, technical field or some specialized area, usually arranged in alphabetical order and often provided with brief definition and with foreign translation (Wallace, 1982: 97). According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. To master vocabulary knowledge, it is not merely by looking up words in a dictionary or using them in sentence but it needs a process in expanding and depending over the course of a lifetime. Therefore, teacher has to teach vocabulary through the snake and ladder game because it will help students to find out the meaning, synonym, antonym, and definition of the words.
Snake and ladder game is modified with the different picture and it is consisted of cards for each number of the grinds. The cards consisted of questions that should be answered by students.

Teacher explains the material and asks students to find out the synonym, antonym and definition of the words. After that, teacher checks the synonym and antonym together with students. After finishing, teacher divides students into group and chooses one student to be a leader. Teacher reads the rule of the game and asks students to play the game. Teacher also monitors students’ activity. Teacher has to be ready in answering the questions of the students who get difficulties. During playing the game, teacher comes to the each group to checks and monitors their activity. After finishing the game, teacher has to conclude the material and gives some questions to the students orally related with the vocabulary that had been learned by students.

From the statements above, it is clear that a teacher must first teaching to the students the meaning, definition, description, spelling, synonym, antonym and pronunciation of the words. As the teacher wants the students to remember a new vocabulary, teacher has to make a sure that the students can understand the word given. And then a teacher must make sure that the new words are better remembered in a memorable way.
6. Basic Assumption

Vocabulary is the important element in foreign language learning because of its involvement in four basic language skills namely listening, speaking, reading and writing. Teaching vocabulary means teaching the students on how to use vocabulary to convey their ideas, opinion, knowledge and also their feeling. It is a process in which teacher gives some new words to the students and help them to recognize, pronounce, practice and remember the words easily.

Based on the explanation above, snake and ladder game seem to be very interesting to be made as the way of teaching vocabulary. It means that game can increase the students’ passion to learn English vocabulary. When the students’ passion is increasing, they will be highly motivated and finally they will master vocabulary. The final affect is that they are able to communicate in English and used vocabulary in all the skills of English.

7. Hypothesis

Based on the basic assumption above, the researcher formulates the hypothesis for this research is that snake and ladder game is effective to improve students’ vocabulary at the first grade students in SMA N 1 Sokaraja.