

CHAPTER II

LITERATURE REVIEW

A. Word Classes

1. Definition

In linguistic theory, words are typically regarded as syntactic atoms or the smallest unit of a sentence. Bas Aarts and McMahon (2006) states that the syntactic classes, which include noun, verb, adjective, and so forth, are commonly referred to as parts of speech or syntactic categories. How sentences are formed is by learning to categorise words in the language. The words in the language are then grouped into what is commonly called word classes or word categories. This is the basic grammar that needs to be learnt. According to Martin (2001) word classes consist of various kinds, into the ten words classes one of which is nouns, adjectives, verbs, adverb, pronoun, preposition, conjunction, numeral, article, interjection. In this research, researcher focus primarily on the major word classes noun, verb, adjective.

Nouns are nouns such as names of people, place names, things and others. An adjective is a word that describes a condition or explains a noun in a sentence. A verb is a word that describes an activity done by a person or thing. An adverb is a word to explain or provide additional information to verbs, adjectives and other adverbs, such as time, place, and so on.

These are few examples given of each word class

Nouns	: ball, table, car
Adjectives	: old, new, happy
Verbs	: write, read, cook
Adverbs	: slow, fast, yesterday
Pronoun	: you, this, nobody
Preposition	: on, for, because of
Conjunction	: and, if, while
Numeral	: one, twice, third

Article : the, a
Interjection : ouch! okay!

The categorisation of words into distinct types allows for the construction of sentences that are both well-organised and readily comprehensible.

2. The Importance of Knowing Word Class

One type of word class that will be discussed here is the major word class. As was mentioned above, word classes consist of nouns, verbs, adjectives and adverbs, which are the four categories of lexical classes. These word classes are of great importance for the construction of sentence that is connected, easy to understand and clear. In the construction of sentences in the English language, there are certain rules governing the appropriate placement of word classes. With these word categories, it is possible to distinguish which ones are nouns, verbs, adjectives and adverbs. In addition to the writer or compiler of a sentence, an understanding of the word class is also beneficial to the reader in order to comprehend the ideas or messages that the writer wishes to convey. However, if errors occur in the composition of sentences, misunderstandings may arise between the writer and the reader.

3. Problem with Word Class

Word classes are narrowly defined as categories of lexical words, such as nouns, verbs, adjectives and adverbs, which are referred to as major lexical word classes (Rijkhoff, 2007). These major lexical or word classes become the benchmark in writing or constructing a sentence. Writing or constructing sentences is a challenge for EFL learners. Errors that occur in EFL often occur because generally they only rely on the word in mind or dictionary without paying attention to the context of use of the word. As said by Andre (as cited in Anggreni, 2021) that lexical or word class usage errors occur in EFL due to the lack of vocabulary they

have. Errors that occur are caused by a lack of knowledge of understanding the target language (Gayo and Widodo, 2018).

Although this word class appears to be straight ward, it is often subject to inconsistencies. For instance, the word “water” can be used as a noun to mean “liquid” or as a verb to mean “to drench”. Such nuances are often challenging for students to grasp when forming sentences.

Another issue arises with the term "consumption," which is a noun form. However, there are instances where the interpretation of sentences containing this word is erroneous. For instance, the phrase "fast food is a food that is not good for consumption" is often misinterpreted by students as meaning that fast food is not good to consume. In fact, the correct interpretation is that fast food is not good to be consumed. This distinction is crucial, as the word "consumption" should be used as a verb, not a noun.

B. Scattergories Game

1. Definition

Scattergories is a word-building game published by Parker Brothers in 1988. It is aimed at sharpening the mind by requiring quick and precise thinking. The game typically accommodates 2-6 players. According to Meddaugh and Kudrowitz (as cited in Husain, 2017) players must write or say a word that begins with a given initial within a time limit. The Scattergories game has potential as an educational tool to promote competition and knowledge among students (Lacey, 2003). It encourages active and effective learning, creating an interactive atmosphere in the classroom while expanding students' English vocabulary.

2. How it works

The Scattergories game is a word grouping game in which students must enter words according to the group. For example, the adjective group is sweet, anxious, brave; the adverb group is quickly, smoothly,

quietly; the verb group is guide, find, feel; and the noun group is book, desk, marker. The grouping of words enables students to gain an understanding of the differences between each word class. Additionally, it can aid in the learning of English grammar, particularly in word classes such as nouns, verbs, and adjectives.

3. Procedure in using Scattergories Game

In this particular instance, students are presented with a series of keywords, such as “in the kitchen” or “in the class” which they will then be required to search for and group into existing word classes or asked to categorize them as nouns, verbs, adjectives and adverbs on paper.

In the kitchen

Noun : spoon
Verb : cook
Adjective : clean, delicious
Adverb : rapidly, softly

In the class

Noun : pen, book
Verb : reading, writing
Adjective : tidy
Adverb : neatly

Additionally, the game can be utilized with narrative texts. In these texts, students are tasked with identifying and collecting words that belong to specific word classes.

C. Perception

The opinion of Rakhmat (as cited in Assyura, 2021) is that perception is an experience of objects, events or relationships obtained by inferring information and interpreting messages. Consequently, the factor of perception is contingent upon the existence of an object. The object of interest is behaviour, action or human activity.

Rakhmat (as cited in Assyura, 2021) Some of the factors that determine a person's perception are functional factors and structural factors.

1. Functional factors are factors that come from needs and past experiences. So, what determines perception is not the form or type of stimulus, but the characteristics of the person who responds to the stimulus.
2. Structural factors are characteristics of the observed object that can affect perception. These include factors such as the object's frequency of movement, the object's supporting structure and the impact of the object under study.

D. Previous Study

One researcher, Herdianti (2019), conducted a study on the use of board games, specifically Scattergories Game and What Someone Does Game, to teach vocabulary. The study was conducted with second-grade students at SMP Karya Bhakti Gadingrejo. Although this study focuses on vocabulary, it also discusses the categorisation of words into classes such as nouns, adjectives, verbs, and adverbs. The study employed an experimental class with a pre-test and post-test. The results from both tests were higher than those from the Scattergories game.

The study's analysis concludes that there is a significant difference in students' understanding of vocabulary learned through the Scattergories Game and the What Someone Does Game. The former provides better improvement compared to the latter. The results of the Scattergories Game indicate a higher score than those obtained in the What Someone Does Game. The noun vocabulary type score in the Scattergories Game is 8.40, the verb score is 8.00, the adjective score is 7.69, and the adverb score is 7.88. In contrast, the score for the What Someone Does Game is 8.20 for noun vocabulary, 7.12 for verbs, 7.00 for adjectives, and 6.95 for adverbs. The data indicates that the Scattergories Game facilitates greater vocabulary learning than the What Someone Does Game across all aspects.

Another study by Wiraldi and Iksan (2020) entitled "Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo" employs a pre-experimental design, comprising a pre-test, treatment and post-test. This approach is employed to ascertain the efficacy of the scattergories game in enhancing vocabulary acquisition. The highest score achieved in the pre-test was 70, while the lowest score was 50, with an average score of 58.83. Following the treatment, the highest score in the post-test was 93, while the lowest score was 75, with an average score of 85.70. The results demonstrate that learning English vocabulary is highly effective and significantly improves students' abilities. Additionally, the game facilitates the development of students' memory in English vocabulary.

The previous study demonstrated the efficacy of the scattergories game for word class learning. This study aims to ascertain the perceptions of teachers and students regarding the use of this game in one of the private schools in Cilacap.