

CHAPTER II

REVIEW OF LITERATURE

This chapter would discuss about the theoretical review, previous study, conceptual framework, and hypothesis.

A. Theoretical Review

This sub-chapter discuss about the theoretical description of the concepts in this research. The explanation presented below.

1. The Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is the most important aspect to learn languages in the world. According to Linse, (2005), vocabulary is the collection of words that an individual knows. Then, Madsen, (1983) defined that the vocabulary as the total number of words in language, then that words known by person, used in particular book or list of words with their meaning. So, from Linse and Madsen's theory it can be said that vocabulary is a collection of words that are known by someone and used in particular book. In addition, vocabulary can be said as a list of words that have a certain meaning.

According Lessard-Clouston, (2021) vocabulary are the words of a language, including single items as well as phrases or chunks of multiple words that communicate a certain meaning. From the Lessard-Clouston's theory it can be said that words originating from a language including single

items as well as phrases and chunks of multiple words that have a certain meaning can be said a vocabulary. According to Fauziati (2010:61) vocabulary as a central language and importance to typical language learner. The statement means vocabulary was words used for language and very important aspect to support English skills. Learners must be had a lot of vocabulary, because vocabulary can support communication in English. Then vocabulary is one of the crucial components in language that needs to be learn.

Furthermore, Neuman and Dwyer (2009) defined the vocabulary as the words which have to know and to communicate effectively. Word in speaking called expressive vocabulary and word in listening called receptive vocabulary. It means, the vocabulary is the word have to know and master to make people can communicated with other effectively. In this theory, it can be said that vocabulary means a word that must be known and can be communicated effectively. Neuman and Dwyer divided the vocabulary into two groups, namely expressive vocabulary and receptive vocabulary. Expressive vocabulary are words used in speaking skill, while receptive vocabulary are words used in listening skill. So, from Neuman and Dwyer's theory, it can be concluded that vocabulary are words that must be known and mastered by individuals in order to communicate effectively with other individuals.

b. Types of Vocabulary

Vocabulary has two types, that are receptive vocabulary and productive vocabulary. Hatch and Brown in 1995, they are indicated that two kinds of vocabulary namely receptive vocabulary and productive vocabulary (Alqahtani, 2015). Receptive vocabulary are words that can understand through reading and listening activities. Productive vocabulary is the words to communicate through writing and also speaking (Nurpitasari & Mayasari, 2018). Then, based on Zhou (2010) defined the productive vocabulary is the ability to create a term when a learner or students can utilize it in their writing or speech, whereas receptive vocabulary is the capacity to grasp a word when the students or learners hear or see it.

1). Receptive Vocabulary

Receptive vocabulary is student or learner understanding of vocabulary meaning when they are listening or reading a text. Students cannot produce this vocabulary itself. Students or learners knows and understand the word's meaning in the text they have read, but the receptive vocabulary is not used to write or to speak.

2). Productive Vocabulary

Productive vocabulary is student or learner understanding of vocabulary and they are able to pronounce correctly and use the vocabulary in speaking and writing. Productive vocabulary as an active process, because the students can produce the words to express their thoughts to others around them.

2. Teaching Vocabulary for Young Learners

Language teaching, especially vocabulary, cannot be taught only once. In other words, we cannot have any expectation that the vocabulary we taught on Monday would be remembered on Thursday. So, the preparation for teaching young learners is that we have to prepare that the new words being taught must be repeated many times and in different situations during the next few meetings.

a. Classroom Techniques and Activities for Young Learners

According to Linse, (2005), there are several approaches and activities can be used to help students or young learners develop their vocabularies.

1) Connecting Vocabulary to Young Learner's Lives Through Personalization.

The first is to ask about new vocabulary that relate their students' lives. It helps students to remember the words and help them use these words in writing and speaking activities. The questions by the teacher should be able to make students thought about these words. Wherever possible, the questions should match the words in their own lives. By relating vocabulary to life, help students develop their cognitive abilities as well as a good strategy for remembering new words.

2). Word for the day

The teacher can choose specific words that would be studied specifically every day. For example, if students are learning about animals, they learn a different species every day or bring in new words appropriate to the animals on their special vocabulary day.

3). Categories

Learner creates a set of word cards or picture cards with different vocabulary items. The students put one vocabulary item on each card. The teacher can ask the students to sort the words into two to five different categories of their own choosing. Then the students explain how they put the categories together. It is important that the categories are somewhat correct and make sense for the students.

4). Scavenger Hunt

This activity for students who are six years old or older an EFL or ESL coursebook that is appropriate for the student's age and student's language level. For example, give the students a word to find in the book, such as *mango*. The word *mango* should be listed on several different pages. The students have to find the word *mango* on several different pages. In the end of the lesson, the volunteer writes all of the page numbers on the board.

5). What's missing?

Put 12-20 words or pictures on a table or floor. The teacher let the students look at the cards for one minute. Then the teacher asks the students to close their eyes and remove one card. The teacher asks one of the students or one of the groups which card was removed. To make the game more challenging and interesting, students must explain the word or picture that was removed.

6). Mystery Words

Read or say a sentence aloud and leave out a word. The students guess the mystery word-the word that has been omitted. For example, the teacher might say, *I wear a _____ on my head.* If students come with another word than what the teacher had in mind, the teacher can tell the students that it was a good guess but not what the teacher was thinking. For example, the answers of students are *crown*, the teacher could say that the answer is another word, but the *crown* also works. The students would give creative answers that often lead to interesting discussions and discoveries.

7). Concentration

The students play concentration with new vocabulary words. Concentration games can be made using word or picture cards. On one set, the vocabulary words should be printed with pictures. Other sets, there should be matching pictures, definitions, the printed word, or the word used in a context-rich sentence. This activity is a good strategy or game that students can use when students study vocabulary tests.

8). Vocabulary Basket

The teacher give student a word card. Every student sits in a chair and hold the card so that the rest of the class can see. The teacher stands in the middle of the circle and holding a card. The teacher calls two words card such as *grape* and *melon*. Then the two students holding cards with *grape* and *melon*, change seats; however, one is left standing because the teacher sits in

one of the empty chairs. The student without a chair is left standing and calls out the next two words.

b. The Indicators of Vocabulary

According (Andriani & Sriwahyuningsih, 2019), there are four skills in vocabulary mastery, include pronunciation, spelling, grammar, and meaning (Cameron, 2001:78). The explanations were presented below.

1). Pronunciation

One of the factors with a significant impact on vocabulary is pronunciation. The way a particular person pronounces a word in a language is known as pronunciation. When learning a new word in a foreign language, students should listen to it in order to pick up on the stress patterns and the sounds at the beginning and end of the word. English and Indonesian vocabularies have different pronunciations. Each phoneme in a language is unique. The sound of Indonesia and Malaysia differs from that of English. Students therefore struggle with pronunciation. For various reasons, the students are struggling. The first reason is that some English sounds are absent from Indonesian. The phonemes /o/ (thin) and /θ/ (this) are present, however they are not found in Indonesian. Therefore, in learning pronunciation, not only learn sounds correctly but also learn how to use them in the correct place.

2) Spelling

Spelling is the process of teaching students about the individual letters and syllables that make up each word. Spelling is the process of accurately combining letters to form words or determining how a word is spelled. Mismatched spellings are more likely to result in mistakes in pronunciation or spelling and can raise the complexity of a term.

3). Grammar

Grammar is also problematic while if it differs from the mother language. For example, a verb love, hope or enjoys is followed by an infinitive (to read) or an-ing form (reading) can add its difficulty.

4). Meaning

When the words overlap in meaning, the learners are confused about them. Case in point are *make* and *do*.

c. Teaching Vocabulary for Young Learners

Vocabulary development is an important aspect for language development in the world. Vocabulary is among the difficult component for students to master in learning English Language (Yusuf et al., 2017). According to Cameron, (2001), building up the knowledge of vocabulary is the basic for learning a foreign language at the primary level. Then learning English vocabulary is a continuous process that needs a systematic repetition to motivate students or young learners while they learn English (Indrasari et al.,

2018). Moreover, teaching English especially vocabulary material to young learners are challenging activity. The typically of young learners described as children between ages 5 years old and 12 years old (Emery, 2018). Teaching English to young learners are different from teaching older learners like teenagers and adults. Students especially young learners are easy to feel bored and also distracted. Therefore, media is needed to attracts their attention so that learning vocabulary can run well and be conducive. Playing game is one of the methods to develop students' vocabulary mastery (Megawany, 2020). Playing game is effective method to learn English vocabulary. From games, the teacher can select the game that relevant with the teaching material.

3. Concept of Spelling Bee Game

This section would discuss about the definition of Spelling Bee game and the role of Spelling Bee game as a media in teaching vocabulary.

a. Definition of Spelling Bee Game

Games can help the teacher to create a context which is the language useful and also meaningful. Learning English with game can be fun and interesting way. Game is one of important technique for learning English vocabulary. The students can enjoy and understand if games are used in learning English especially the games which is relate with English material (Handayani & Zaharani, 2021).

The concept of Spelling Bee is thought to have originated in the United States, and Spelling Bee events, along with variants, were now also held

in other countries around the world. According to Rahayu, (2009), Spelling Bee is a competition where the competitors must compete to spell the words given correctly. Spelling Bee Game is memorizing activity and students are also introduced to a complicated thinking process while they receive clues to spell the word correctly. Such as, definition, alternative pronunciation, kinds of words (verb, noun, or adjective), and the use of word in a sentence. According to Floyd, (2014), Spelling Bee Game as a competition in which contestants are asked to spell a broad selection of words.

Spelling Bee is a simple education game to spell English vocabulary. The purpose of Spelling Bee is to help students to improve their spelling, increase their vocabulary, and also develop correct English usage (Pratiwi et al., 2021). Basically, the Spelling Bee Game is a spelling game for English words that is done by elementary school-age children to see the level of students' vocabulary mastery. This is done to make students spell words correctly, then improve student spelling and improve pronunciation, grammar and the student's own vocabulary. According to Rohmawati, (2015), Uranga (2003), Spelling Bee Game is a competition when a competitor who spells the word wrongly will be eliminated. Here, the students get several clues to answer or spell words correctly, such as alternative pronunciation, types of words like noun, adjective or verb. Spelling Bee Game is a competition that is usually performed by children. Like other theories, the Spelling Bee Game is a competition where children who spell wrong would be eliminated. In this study, researcher also used the concept of the Spelling Bee Game, which is to

play spelling English words. The difference between the Spelling Bee game theory and research conducted by researcher lies in the used of different media. In the past, playing the Spelling Bee Game had to have someone give certain words to be spelled by the player, but in this study, it didn't require anyone to read out the vocabulary. This research only requires a gadget to play spelling game, because the Spelling Bee Game application already has a voice that acts as a vocabulary reader. The differences between the existing theories about Spelling Bee and research conducted by researcher is about the output of the research. Generally, Spelling Bee focuses on speaking, but in this study the Spelling Bee Game focusses on writing. This is because the respondents in this study have difficulty in writing the correct vocabulary. So, researcher is trying to help respondents to learn and write English vocabulary correctly by using Spelling Bee Game application.

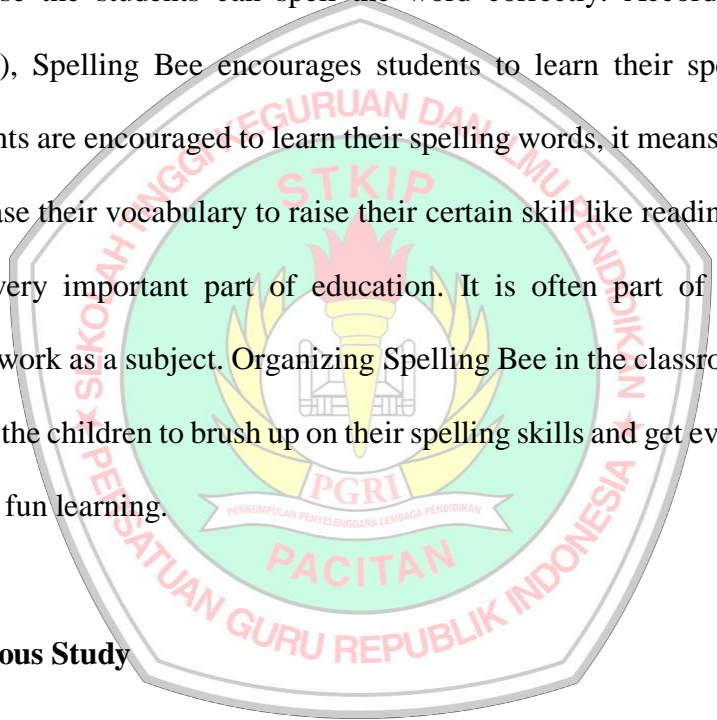
b. Spelling Bee Game in Teaching Vocabulary

English vocabulary is a very important aspect in learning English especially for young learners who are starting to learn English language. Teachers must help students to learn on vocabulary mastery. Interactive media such as songs, pictures, and games for teaching is a beneficial in creating positive learning environment and fun ways of learning (Permana, 2020).

One of the advantages of Spelling Bee is that it can be used as an activity or competition that can increase student motivation then as an opportunity to learn to spell English vocabulary and can increase the student's

own vocabulary. Spelling Bee can also make students better at reading, speaking and writing vocabulary. Basically, Spelling Bee is an interesting game to learn vocabulary in a new and fun way. Spelling Bee can help students to learn pronunciation and know more vocabulary than before using the Spelling Bee Game.

The Spelling Bee Game is essential media in teaching vocabulary because the students can spell the word correctly. According to Kichura, (2008), Spelling Bee encourages students to learn their spelling words. If students are encouraged to learn their spelling words, it means that they would increase their vocabulary to raise their certain skill like reading skill. Spelling is a very important part of education. It is often part of class work and homework as a subject. Organizing Spelling Bee in the classroom is a fun way to get the children to brush up on their spelling skills and get everyone involved in the fun learning.



B. Previous Study

Table 2. 1 Previous Study

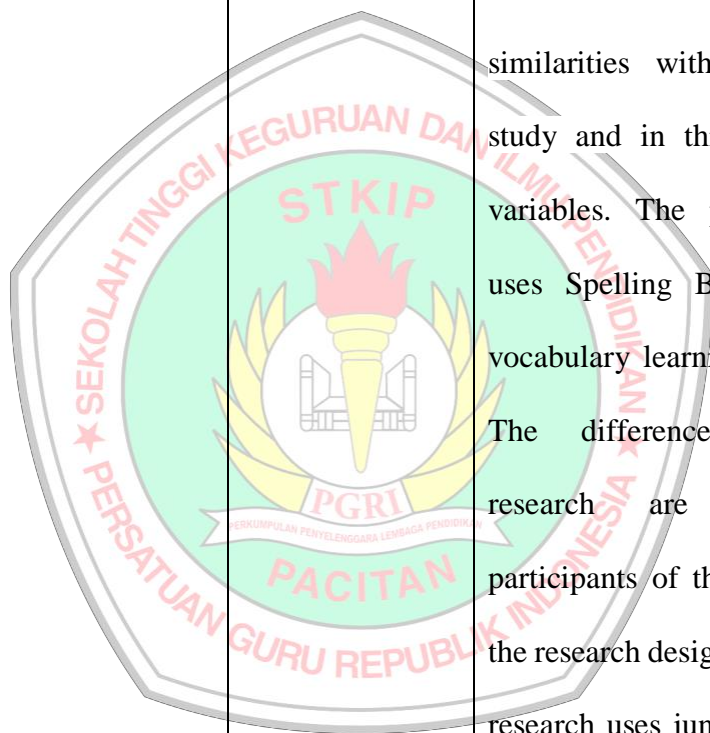
NO	AUTHORS AND PUBLISHER	TITLES	SIMILARITIES AND DIFFERENCES
1	Rahayu Sekarini (2020)	<i>Implementing Spelling Bee Game to</i>	This study found that the implementation of Spelling Bee Game was found to be able to

		<p><i>improve Seventh Graders' Spelling Ability at SMPN 13 Malang.</i></p>	<p>help the students improving their spelling ability. The similarity with this research is the variable. It used Spelling Bee Game as the independent variable and vocabulary learning as the dependent variable. The difference in this research is the research subjects. It used junior high school students as the subject.</p>
2	<p>Marita Samosir et al., (2017)</p>	<p><i>Improving Students' Vocabulary Mastery Through Spelling Bee Game at Five Grade of SD Swasta Kalampayan</i></p>	<p>The results of this research indicate an increase in students' vocabulary mastery in teaching and learning activities. Here, the Spelling Bee Game can be used as an alternative activity to strengthen students' memory to remember the vocabulary they learned and then spell out the vocabulary items. The similarity of this research are variables and</p>

		<p><i>Kunto Darussalam".</i></p>	<p>the subject of the research. The variables are Spelling Bee Game and vocabulary learning, then also the subject is junior high school. The differences are the fixes subject and the output skill. The fixes subject of previous study are five-grade students but in this research, the fixes subject are fourth-grade students. Then about ouput skill, the previous study emphasis on speaking but in this research focus on writing ability.</p>
3	<p>Yunisrina Qismullah Yusuf et al., (2017)</p>	<p><i>The use of spelling bee game in teaching vocabulary to junior high school 4 Banda Aceh students</i></p>	<p>The results of the Spelling Bee game were one of the vocabulary games that can be applied in the teaching and learning process. It is used to memorize, take sides, and improve students' vocabulary and so on. The similarities the previous study</p>

			<p>and in this research are variables.</p> <p>The previous study uses Spelling Bee Game and vocabulary learning as variable. The difference with this research is subject or participants of the research. The previous research uses junior high school as a subject.</p>
4	<p>Kusherdianti Haeri (2019)</p>	<p><i>The Implementation of Spelling Bee Game to Improve the Students' Vocabulary Mastery at The Seventh Grade Students of SMP Aisyiah Paccinongan</i></p>	<p>The research design used a pre-experimental design. Based on the research result of using spelling bee game, the vocabulary mastery in term of action verb showed the improvement. The mean score of the students in pre-test were 17.12 and post-test which to be 31.2. It indicated that the implementation of spelling bee game was effective to improve students' vocabulary mastery in term of action verb. Along with the result of using spelling bee game in</p>

			<p>vocabulary mastery in term of concrete noun also showed the improvement. It indicated that the implementation of spelling bee game was effective to improve students' vocabulary mastery in term of concrete noun. The similarities with the previous study and in this research are variables. The previous study uses Spelling Bee Game and vocabulary learning as variable. The differences with this research are subject or participants of the research and the research design. The previous research uses junior high school as a subject but this research uses elementary school as a subject. Then, the research design of previous study is pre-experimental research but in this</p>
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			research design is Classroom Action Research (CAR).
5	Ningrum & Pusparini (2020)	<i>Improving Students' Vocabulary Mastery Using Spelling Bee Game at Fifth Grade in SDIT Ya Bunayya Pujon</i>	<p>The research uses classroom action research (CAR). The implementation of the Spelling Bee Game makes students pay more attention, active, ability and motivated in learning English. From these results it means that the application of the game Spelling Bee has an influence on improving students' mastery of English vocabulary. Based on the results of this study, the application of learning with the game Spelling Bee is recommended to teachers to create a pleasant atmosphere for students, especially young learner in learning English vocabulary. The similarities with the previous study and in this</p>

			<p>research are variables, subject, and the research design. The previous study uses Spelling Bee Game and vocabulary learning as variable. Then the subject is elementary school's students and the research design is CAR. The difference with this research is specific subject. The specific subject of this research is fourth-grade students.</p>
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According to the research, there are similarities and differences between previous study and in this research. All researchers use interested media in their research. The similarities of the researchers' research are the same as using an interesting media that is Spelling Bee Game. The difference from previous study with this research are subjects and also output skill. Most of studies use junior high school and senior high school while this study uses elementary school. That the research can help the students to improve vocabulary and other skill. This research uses Spelling Bee Game to teach vocabulary for elementary school students. Then the researcher uses application in gadget to play the Spelling Bee Game and the output of this research is writing skill.

C. Conceptual Framework

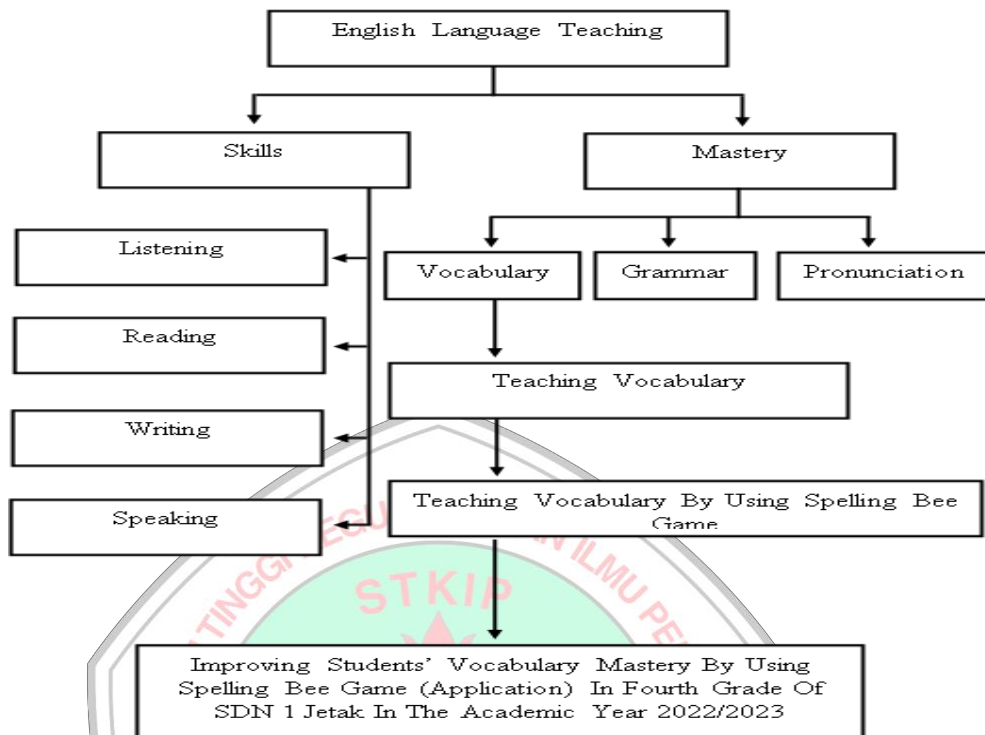


Figure 2. 1 Conceptual Framework

English language teaching is how a teacher taught English to students whose first their language is not English or commonly called non-native speakers. In English Language Teaching (ELT) there are two things that must be learned by an English learner, namely skills and mastery. Skills consist of listening, reading, writing and speaking. While mastery consists of three things, namely vocabulary, grammar, and pronunciation. In this research, the researcher would focus on the vocabulary mastery.

Vocabulary is most the important aspects of learning a language. Vocabulary can be defined as a collection of words that everyone knows. All Students must learn vocabulary if they want to learn the language. Students that have a lot of vocabulary knowledge would easier to master a language.

Teaching vocabulary is a challenging activity, especially for English teacher who teaches English at elementary school. The teacher should make the students focus on material, so something interesting should be brought to the classroom. Spelling Bee game is one of the potential medias to teach vocabulary for young learners in elementary school. Spelling Bee game is a game that is student playing a game in an application by using a phone. They write the blank space with the appropriate letter to complete the word. This media can make students enthusiasm in the classroom. Therefore, the researcher assumed that the Spelling Bee game as a media positively impacts students' performance, interest, and comprehension in learning vocabulary for young learners.

In teaching vocabulary, there are many media that can be used. Therefore, the researcher would use game for teaching vocabulary. Games are interesting and fun way to learn vocabulary. The name of game that used by the researcher is Spelling Bee game. The researcher would teach vocabulary using Spelling Bee game application to help the fourth-grade students at SDN 1 Jetak to improve their vocabulary mastery in an interesting and fun way.

D. Hypothesis

Based on the theoretical review, the researcher formulates the hypothesis as follows:

The Spelling Bee Game can improve students' vocabulary mastery to the fourth-grade students of SDN 1 Jetak in the Academic Year 2022/2023.