

CHAPTER II

LITERATURE REVIEW

This chapter explains about theory and literature review that is related to this research. It is used to support the analysis data in this research.

A. Theoretical Review

In this theoretical framework, researcher discusses the supported theories such as vocabulary, teaching vocabulary, games, monopoly game, and research hypothesis.

a. Vocabulary

The vocabulary is main focus in this research. It is as an important component and the first step in learning language. In this part contains about literature reviews of the nature of vocabulary, the significances of vocabulary, indicators of vocabulary, elements of vocabulary, and evaluating of vocabulary.

1. The nature of vocabulary

Vocabulary is an influential carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words (Hiebert and Kamil, 2015:3) as cited by Chambre, et.al (2021). It is defined as the body used in particular language or particular sphere of activity (Concise Oxford English Dictionary, 2008:1617) as cited by Fazeli, S. H. (2012). It plays as crucial fundamental body in

constructing language. Vocabulary also has a role in success of learners to understand a language. None can deny that it is an essential part in language mastery. That is why vocabulary has become part of the syllabus design in learning language. In the 21st century, vocabulary acquisition has recognized as the central role in the growth of interest in second language, teaching vocabulary, and vocabulary learning approach. It is a study not only a single word but also multiple words, phrases, idiom, and sentences. It utilizes lexis that refers to the totality of vocabulary items in learning language. (Barcroft, Sunderman, & Schmitt, 2011) as cited by Li (2016).

Vocabulary is defined generally as word knowledge or word meaning in a language itself. It concludes that without stock of vocabulary, learners have nothing to speak and understand a language. Since, vocabulary is the key in a language. (Laufer, 1997) states that vocabulary is recognized as central both in second or foreign language acquisition process. Nunan (1991) reveals that vocabulary is the arrangement of words that every individual knows. It means that without well-qualified vocabulary mastery skill, learners obviously find difficulties in mastering vocabulary. Some experts have their views about the definition of vocabularies. Vocabulary is all kinds of words that learners can know, learn, or implement it (Longman Dictionary, 2009:1124). It is clear that vocabulary has a

wide range of words that can be studied and used it to get the meaning of language.

Hornby (1955:1331) collaborates Longman's interpretation that vocabulary is the total number of words in a language, all the words known to a person or used in a particular book and subject, it is also list of words with their meanings. Vocabulary is also known as a core element in language proficiency that builds a focus on vocabulary itself as a communicative design and an instruction that should be integrated into four skills in English, namely Speaking, Listening, Reading, and Writing in components of language program (Richard and Renandya, 2002:256).

According to the explanations above, it can be concluded that vocabulary is the main body of words in learning language. It consists of words express meaning, thought, ideas. It is a tool in communication. Vocabulary is needed to be taught as the basic component before learning others components in language.

2. The significances of vocabulary

The significance of vocabulary is not sufficient to trigger the practice of ELT to give a better emphasis on vocabulary teaching and vocabulary learning. Since, it was found that the vocabulary teaching and learning seems to be ignored in learning English in Indonesian context (Cahyono and Widiati, 2008, cited in Aisyah, 2017). It is because of the existence of English which is still a foreign language in

Indonesia. In addition, there are some considerations that make English be viewed as necessary skill. So, learners need basic skill to be familiar with various vocabularies in English, if they want to learn it. Inevitably, learners have to acquire vocabulary first.

The initial statement is solved by Wilkins (1972:11) that without grammar, we can still convey a language. But, without adequate vocabularies, nothing can be conveyed. It tells us that vocabulary has essential significances in mastering a language. Well-qualified vocabulary affects to learners' ability in mastering language. Vocabulary teaching, vocabulary learning strategies in teaching and learning vocabulary play crucial role for the improvement of vocabulary instruction and learners' vocabulary mastery skill (Aisyah, 2017). In other case, Coady (1993) believes that vocabulary builds an integral part of reading and other skills too.

Vocabulary knowledge is often seen as critical equipment for learners of foreign language. Because, limited vocabulary in second language acquisition impedes successful communication. That is why the importance of vocabulary is demonstrated in daily activity to shape learners' motivation in mastering vocabulary. Nation (2011) states that the acquisition of vocabulary is required for successful second and foreign language use and plays an important role in the formation of perfect spoken and written. In English as a second

language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills.

Based on the explanation about the significances of vocabulary mastery, it can be concluded that vocabulary is the biggest component of any language course. It conveys that without good strategies to achieve new vocabulary, learners get less potential to encourage themselves in getting the context and meaning of language. It makes learners have no way in using words correctly, as well.

3. The elements of vocabulary

Learning vocabulary has been repeatedly acknowledged both in theoretical and also empirical in second or foreign language acquisition research. Getting lack of vocabulary is such a problem if learners want to learn a language. Moreover, it can be a serious problem. Because, vocabulary is the biggest component of any language course. There are several elements that need to know by the learners to get to know deeply in learning vocabulary mastery. These elements come from Thonbury (2002: 2-12), when it comes to the teaching of vocabulary, learners have to know the elements learnt in it, as follows:

a. Word classes, it plays different roles in a text

Nouns = bits, pieces, record, player, apple

Pronouns = I, them

Verbs = like, looking, to look

Adjectives = old, decent, second-hand

Adverbs = up, down, on

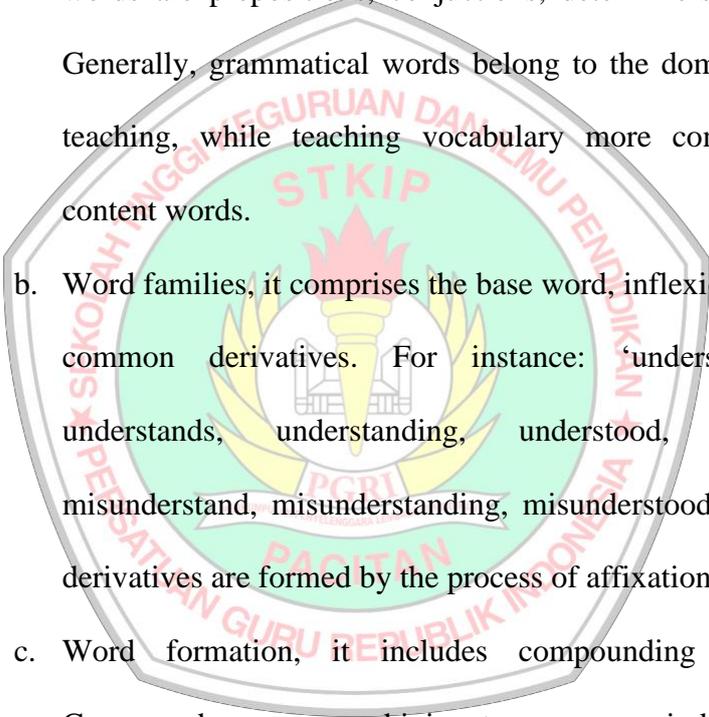
Prepositions = for, like

Conjunctions = and, but

Determiner = a, the, some, this, last

Determiner is unrepresented class. Those are called grammatical words are prepositions, conjunctions, determiners, and pronouns.

Generally, grammatical words belong to the domain of grammar teaching, while teaching vocabulary more concerns with the content words.

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- b. Word families, it comprises the base word, inflexions, and its most common derivatives. For instance: 'understand' includes understands, understanding, understood, understandable, misunderstand, misunderstanding, misunderstood. Inflexions and derivatives are formed by the process of affixation (prefix, suffix)
- c. Word formation, it includes compounding and blending. Compounds means combining two or more independent words. Examples: paperback, word processor, and so on. Then, two words can be blended to make new form. Examples: breakfast + lunch: brunch.
- d. Multi word units is known as lexical chunks. Groups of more than one word, such as bits and pieces, do up, look for, can function as

a meaningful unit with a fixed or semi-fixed form. Multi word units behaves like single.

- e. Collocations mean that two words are collocated if they occur together with more than chance frequency.
- f. Homonyms mean words that share the same form but have unrelated meaning. Examples: well, bat, shed, left, fair, etc.
- g. Polysemes classify words into multiple but related meanings.

‘Hold’ can be good example of it:

I held the picture up to the light

I was held party last night

You need to hold a work permit

Anna is holding a party right now

- h. Synonyms and antonyms. Synonyms are words that have similar meaning. For instance, old: ancient, antique, aged, etc. Furthermore, words with opposite meaning is called as antonyms. For instance, old is the opposite of young.

- i. Hyponyms is another –nym word that is useful and meaningful when talking about the way of words meanings are related.

- j. Lexical fields mean words that have kind of thematic relationship. For instance, ‘tree’, ‘carols’, ‘fireplace’, and ‘light’ all belong to the same lexical field of ‘Christmas’.

- k. Style and connotation. Style in language is closer to spoken, informal English than to a formal written style. Connotation can

be meant as the difference in style between words and expression. Two words may be synonyms, but each may evoke quite different associations.

Based on the explanation of elements which are contained in vocabulary above can be a guidance of learners to realize that words in vocabulary are such complex phenomenon. It indicates that vocabulary cannot be taught like other language skills. It is supposed to be learnt deeply through activities.

4. The indicators of vocabulary

There are four indicators according to Cameron (2001:78), as cited by Suri (2012) in mastering vocabulary skill, as follows:

a. Pronunciation

It has huge influence in vocabulary mastery skill towards young learners. How to understand about pronunciation in vocabulary mastery is one of the basic requirements of learners' competence. Well-qualified pronunciation promotes a better learning process, while wrong pronunciation can cause significant difficulties (Pourhosein Gilakjani,2012), as cited by Quoc, T. X., Thanh, V. Q., Dang, T. D. M., Mai, N. D. N., & Nguyen, P. N. K. (2021). Young learners have to know pronunciation well. So that they are able to notice the beginning and the end of sounds and also the stress pattern of words in every vocabulary. Sailun (2001:24) as cited by Gushendra (2007) declares that there is a

difference between English and Indonesian vocabularies. He says that every language has different phonemes in pronunciation that makes learners face difficulties for some reasons. The first reason is some sounds of English do not exist in Indonesia. The phoneme / o / (thin) and / θ / (this) are found of course, it does not appear both English and Indonesia. Thus, in learning pronunciation, one must learn not only to form sound fluently, but also to use them in the right place.

b. Spelling

Spelling is the way or the process of writing words in learning vocabulary mastery. It combines letters to form written words. It is defined as the process of writing correct letters in English. (Wehmeler, 2003:1293) as cited by Gushendra (2007) states that spelling is the act of forming words accurately from individual letter or the way words are spelt.

c. Grammar

Grammar is a component in learning language through vocabulary mastery skill that is equally important to other components. Harmer (2001:12) clarifies that grammar is description of the ways in which words change into their forms and it can be combined into sentences. Other experts (Cameron, 2001:72) and Ur (1997:61) as cited by Gushendra (2007) explain that grammar of vocabulary is supposed to be taught with the

correct rules. When learners try to learn a new verb, for instance, learners want to tell about experience, it has to use past form. Past form itself has two structure, regular and irregular which are completely different in usage. Similarly, when it comes to learn noun, learners should know about singular and plural nouns or countable and uncountable nouns.

Moreover, learners are possibly able to learn about present verb such as want and enjoy together with the verb form that follows them (want to, enjoying) or adjectives or verb together with their following prepositions. Without well-qualified ability in understanding of grammar fluently, it is possible for learners to comprehend the essence of the text when they read it. In this case, a high standard of grammar acquisition helps them in it. Mastering grammar supports learners to understand every word in reading, listening, writing, and speaking.

d. Meaning

According to Ur (1997:62) as cited by Gushendra (2007) in finding meaning, we can do it through translation that is word in learners' mother tongue that are equivalent in meaning to every item which is being taught. The next definition of meaning as one of indicators in learning vocabulary skill comes from both of experts, namely Nation and Cameron (2001:85) as cited by Gushendra (2007) that assert ways to explain the meaning of new

words in the young learner classroom can be by using an object, such as a cut-out figure, charts, learning by gesture, performing an action, photograph, drawing or diagram on the board, puzzle and games, even picture from storybook or digital storybook.

This statement is strengthened by Suri (2012:115) in her journal that finding new meaning in second or foreign language words are the amount of mental work done by the learners that can affect well-qualified of new words are engraved in learners' memories. The more learners try to encourage themselves in memorizing words well, the more they are better in mastering vocabulary.

Based on the theory above explained by the expert, the researcher takes all of indicator, such as meaning, spelling, grammar, and pronunciation to be used in this research in accordance with the basic ability of first grade students at MTs N Pacitan in academic year 2021/2022.

5. Evaluating of vocabulary

To see how well-qualified learners are in learning vocabulary can be seen by doing test. Laufer (2001) reveals that measuring lexical proficiency is important and quite needed for research into vocabulary acquisition. It is done as a progress in vocabulary involves gradual increase in the learners' vocabulary size and depth. In learning vocabulary Chapelle (1998) explains that a trait definition of

vocabulary must contain four dimensions, such as vocabulary size, knowledge of word characteristics, lexicon organization and process of lexical access.

Furthermore, Henriksen's dimensions (1999) to construct lexical competence have to consist of three dimensions, as follows:

- a. Precision of knowledge
- b. Depth of knowledge
- c. Receptive and productive knowledge

In addition, the Qian's (2002) current framework declares that the collective of earlier strength as models of vocabulary knowledge (Chapelle, 1998; Qian 1998; Henriksen 1999) suggest that vocabulary knowledge composes of four intrinsically connected dimensions, as follows:

1. Vocabulary size. It refers to the number of words in which learners have some superficial knowledge of meaning.
2. The depth of vocabulary knowledge includes all lexical characteristics, namely phonemic, graphemic, morphemic, syntactic, semantic, collocation properties and phraseological properties that is as well as frequency and register.
3. Lexical organization. It refers to the storage, connection, and representation of words in the mental lexicon of learners.
4. The automaticity of receptive and productive knowledge that refers to all the fundamental process of the access to word

knowledge which is achieved for both receptive and productive purposes, including phonological and orthographic encoding and decoding. It also accesses to structural and semantic features from the mental lexicon, lexical-semantic integration and representation, morphological parsing and composing.

According to Thornbury (2002) there are various aspects to train good vocabulary learners and also to be successful in mastering vocabulary, as follows:

1. Learners' training can be presented, explained, included in all kind of activity and experienced in all manner, both in group or individual learning process. Learners can learn effectively by making some strategies, such as paying attention to form and meaning, being good guessers, taking risk in making mistake while learning, understanding about how to organize learners' own learning process.
2. Using mnemonics is the type of learning vocabulary by memorizing things. The best mnemonics can be seen from a visual element, self-generated, and keyword technique.
3. Word card is considered more effective used than keyword technique. There are several activities that can be done to encourage the independent use of word card in learning vocabulary, as follows:
 - a. Peer teaching and testing;

- b. Association games;
 - c. Guess my word;
 - d. De-vowelled words;
 - e. Ghost writing;
 - f. Categories.
4. Guessing from context is one of useful skill learners that can be acquired and applied both inside and outside the classroom.
 5. Coping strategies for production means that learners have to guess unknown words from context as strategy to help learners cope in reading and listening.
 6. Using dictionary can be used as the last resort when guessing from context strategy fails to be implemented. But, training learners in effective dictionary is quite essential since learners are not familiar with dictionary conventions, even in their own language.
 7. Spelling rules suggests that it may be worthwhile teaching some of the more productive rules of English spelling. It equips learners with a handy tool in writing skill. It helps learners to predict the pronunciation of ne words when they meet it in reading.
 8. Keeping records requires repeated visits and conscious study. Learners have to depend to a large extent on their own vocabulary records.

9. Motivation is important by depriving learners of vocabulary learning activities that arise during the course of the lesson, even to be peripheral to the main focus of the lesson.

b. Previous of Related Research Findings

Mastering vocabulary skill is the basic step in learning language. It is essential element. That is why many previous researches figured out some media to be implemented in mastering vocabulary skill through monopoly game which support this research, as follows:

1. Hastunar, Bharati, and Sutopo (2014), they modified Gladden Monopoly Game to learn English. It was applied to Junior High School students and it was effective used.
2. O'Halloran and Deale (2010) proved that monopoly game can be learning tool for content focused on hotel development and feasibility analysis. It is a model for use in the development of an educational game.
3. Hidayat (2022) described the process of implementation of trap monopoly game in the process of teaching speaking at XI TKJ Grade Students of SMK Muhammadiyah 2 Sukoharjo. It was proven to help students to be more active and confident to speak English. It also can be used as an alternative media to teach English.
4. LEE, C. S., & LEE, K. W. (2021) described about effectiveness of monopoly game as educational game of online ice-breaking during Covid-19 pandemic. It showed positive findings by adding it into

computer playfulness via object-orientation of the QR-Monopoly game and entity-process modeling.

According to those researches above, it shows that this research has the same goal to prove whether there is effectiveness in monopoly game in mastering vocabulary to first grade students of MTs N Pacitan in academic year 2021/2022.

c. Teaching Vocabulary

Teaching of vocabulary is something that is still needed for learners in mastering vocabulary skill. There are so many methods and approaches to support the teaching process. Although, it is quite difficult to get the proper teaching method to be applied in learning vocabulary. Especially for young learners who really need a teaching method that is more fun and applicable.

1. The definition of teaching

Hornby (1995:125) reveals that teaching process means to give a clear instruction to learners' knowledge, skill, etc. Related to the vocabulary mastery skill, it is also defined that teaching is an activity when teacher supplies knowledge to the learners about vocabulary and how to implement it in their daily life. Teaching is widely known as a part of stages, namely teaching, studying, and learning process. It is fortified by Cameron (2001) who states that there are four elements teachers need to keep in mind while teaching to young learners beside knowledge and skills.

Teachers must be conscious of how young learners learn and think about the subject or materials are given to them. In addition, teachers must be able to figure out what learners are interested in and utilize it for language teaching. The generic model of teaching which is mentioned by Rosenshine (1986) as the components of teaching to get positive academic achievement in learners, as follows:

- a. Daily review
- b. Clear presentation of new material
- c. Guided practice by students
- d. Immediate correction and feedback from teacher
- e. Independent practice
- f. Weekly and monthly reviews.

Teaching has many shapes and form to be carried out. It is also beneficial in many teachers' educational program.

2. Teaching method

Teaching method is characterized by an amount of principles, procedures, and strategies to be applied by teachers to achieve desired learning in learners (Liu and Shi, 2007) as cited by Westwood (2008). The focus of teaching method is clearly to master a subject matter and a small thought or ideas given to how the best to facilitate such a learning in learners. Teaching method is counted as major pedagogy domain of entirely teacher-directed instruction in using textbook, drill, and also practice. The appropriateness and efficacy of a specific

teaching method can be considered in relation to the type of learning. It is supposed to emphasize a relation to characteristics of learners. It is occupying the pages of very many educational psychology journals (Westwood, 2008).

Teachers need to apply appropriate teaching methods that suit specific objectives with clear outcome for young learners. Ayeni (2011), as cited by Ganyaupfu (2013) states that teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. It supports the previous statement about the importance of teaching method in learning process that it really influences the ability of learners to absorb knowledge which is taught by teacher.

d. Games

Ruzmetova, Orazova, and Kayumova (2020) reveal that games help and encourage many learners to learn target language more easily. It also assists teachers to design contexts in which the target words are useful and meaningful to be learnt. Games also bring fun in learning process, thus help learners learn and retain new words more quickly. In other words, game which combined with project-based learning can create a meaningful context for language learning process. Other experts declare their views about the definition of games.

First, there is Rogers (1981) says that playing game in learning activity is goal-defined, rule-governed and competitive that has a closure

and engage the learners. Next, there is Gibbs (1981) defines games as an activity carried out by cooperating or competing decision-makers who want to achieve their objectives following a set of rules. Bakhsh (2016:122) in his journal entitled “Using Games as a Tool in Teaching Vocabulary to Young Learners” reveals that learning while playing games require cooperation with other members and competition against another team or players. Young learners need to use the language and repeat patterns which help them in mastering their skills. Game is believed to be more entertaining, suitable, and applicable combined in learning vocabulary.

Based on those theories above, the researcher conducts a research which relates to games. It is a research about how the effectiveness of monopoly games and project-based learning in mastering vocabulary towards young learners.

e. **Monopoly Game**

Monopoly is kind of real-estate board game. It can be played with two to eight players. The goal in this game is to remain financially solvent while forcing opponents into bankruptcy by buying and developing pieces of property (Britannica). The shape of the board is square. It is divided into ten small rectangles representing specific properties, such as railroads, utilities, a jail, and various other places and events. Historically, it is the best-selling privately patented board game which plays popularly in some countries that gains popularity in the

United States during the Great Depression when Charles B. Darrow, an unemployed heating engineer sells the concept of monopoly game to Parker Brothers. It was firstly created in 1935.

Monopoly is actually derived from the Landlord's Game. It is designed and patented by Lizzie G. Magie in 1904. Monopoly has been hit popularly in many other parts of the world. In the original North American sets, the properties were named for streets in Atlantic City, New Jersey. This game is prominent the local landmarks and points of interest that replaces street names as properties.

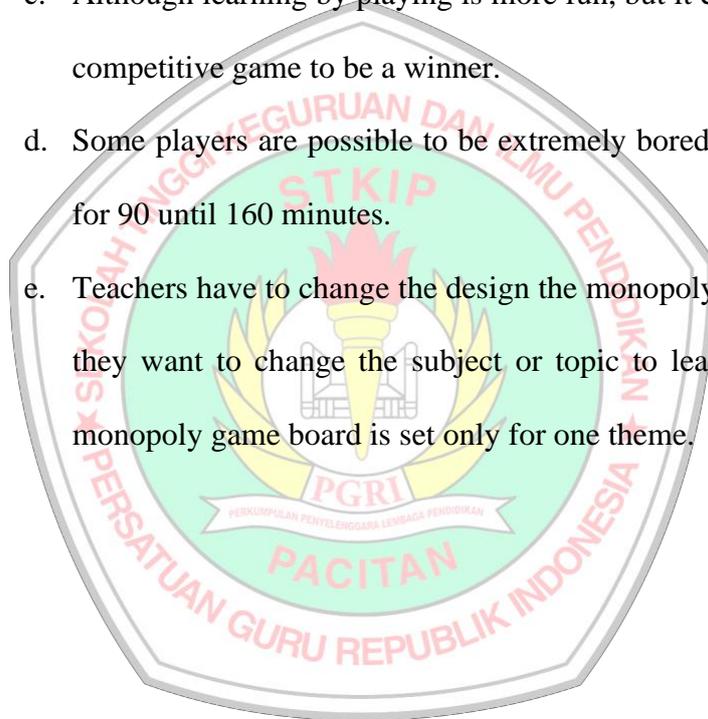
1. Procedure in playing monopoly game

These are modifying procedures in playing monopoly game that adapted to the research as the effective tool in vocabulary mastery skill of young learners:

- a. Before starting to play the game, each player is given a fixed amount of play money.
- b. Then move around the board according to the throw of a pair of dice.
- c. If the player's pin stops on space which written "Go to the jail", the player must enter the jail and roll the same dice for three times to get out of the jail.
- d. If the player's pin stops on tax bill or fine, the players should pay it.

- e. Every player who passes the “START” for one round will get money from banker.
 - f. Every player stops in green or red space is given a chance to pick green or red card.
 - g. Every player can buy or rent properties after spinning the square once.
 - h. The player who stops on other member’s properties must say the name of the properties in English based on the picture provided. If it is wrong the player should pay double paid. If it is true, the player is only burdened once payment.
 - i. The wealthiest player is the winner.
2. Advantages of Monopoly Game in learning vocabulary mastery, as follows:
- a. It can boost students’ memory formations in learning vocabulary through monopoly game as dynamic process in remembering vocabularies.
 - b. It helps students to develop their cognitive skills to make them easier in reading, learning, and remembering word by word.
 - c. It can lower the potential for being stressful to memorize vocabularies, if it compares to memorizing manually.
 - d. It can develop management skill to set a winning strategy in a fair game.

- a. It only can be played by 2 until 10 players in one board, more than them take very long time to be done. It is for about 90 until 160 minutes.
- b. The winner is the wealthiest owns many spaces. So that, it can make students excessively concern in material possession money-oriented not the purpose on learning vocabularies.
- c. Although learning by playing is more fun, but it can cause awfully competitive game to be a winner.
- d. Some players are possible to be extremely bored in playing game for 90 until 160 minutes.
- e. Teachers have to change the design the monopoly board whenever they want to change the subject or topic to learn. Because, one monopoly game board is set only for one theme.



B. Theoretical Framework

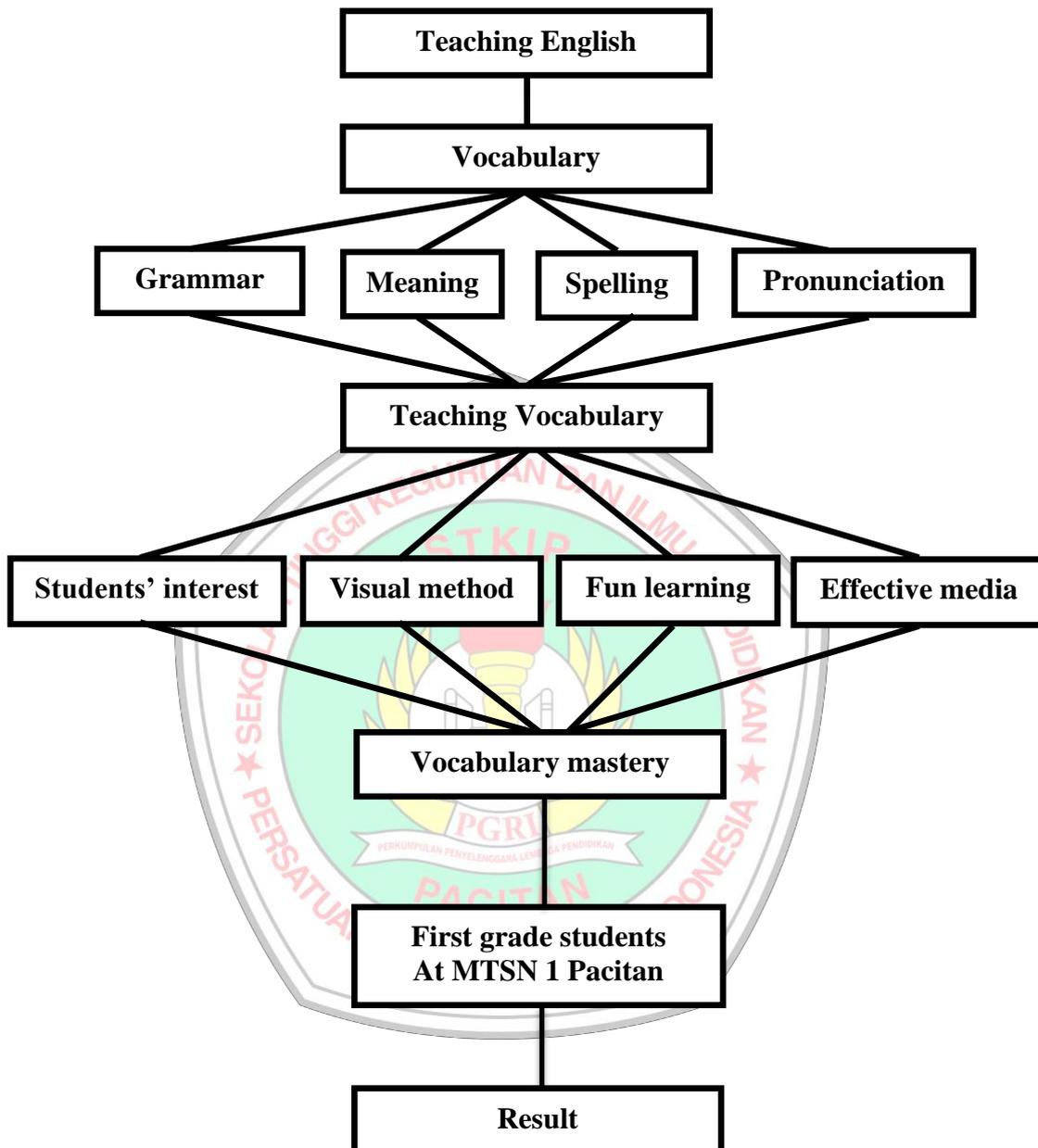


Figure 2.1. Theoretical Framework

In teaching English, there are four core skills namely listening, reading, writing, and speaking skills. These skills can not be separated from vocabulary mastery. The more learners know many kinds of vocabularies, the more they are able to learn English skills way more easily. There are four

indicators used as the standard of vocabulary mastery in this research, namely grammar, meaning, spelling, and pronunciation. Thus, monopoly game is considered as the effective media in learning vocabulary. It is caused by several factors such as students' interest in playing game, visual method to help them vocabularies easily, fun learning, and effective alternative media for students. Monopoly is interesting game to help students be able in learning vocabularies effectively. Because, it takes repetition in the rule of the game. So, it forces first grade students of MTSN Pacitan to pronounce every word again and again by looking at the picture on the board. At the end, monopoly game affects to students' vocabulary mastery effectively compares to conventional learning.

C. Research Hypothesis

According to the problems statement and the theoretical descriptions mentioned in this research, the hypothesis of the research showed monopoly game is more effectively implemented in learning vocabulary mastery to first grade students at MTSN Pacitan comparing to conventional learning by remembering vocabulary only.