

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes several theories related to the variables. The purpose of this chapter is to understand the basic principles of research, so that the problems in the previous chapter can be answered. So that the problems in the previous chapter can be answered. These theories must be the basis for conducting this research. The theories that will be explained are : Vocabulary Mastery, Word Chain Game, and Previous Study.

2.1 Vocabulary Mastery

2.1.1 Definition of Vocabulary Mastery

In Oxford learner's pocket dictionary states that vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language. Vocabulary also lists good words with their meaning. Moreover, in Cambridge dictionary states that vocabulary is all the words that exist in a particular language or subject. It means vocabulary is the main goals in learning English and vocabulary is the important aspect for students to master their skill to read, listen, write, and speak English.

Richards and Renandya (2019) mentioned that vocabulary is the main part of language proficiency and provides a large part of the focus on how well learners speak, listen, read, and write. It can be said that vocabulary is one of the language components that must be learned in learning English. From the above definition, the researcher concluded that vocabulary is an important part of language learning to develop students' four skills. Without knowing the vocabulary, students will find it difficult to speak, write, listen, and read English. Because vocabulary is the first element that students must learn in language learning. Others components or English skills will be easier to learn and understand if students know a lot of vocabulary.

Vocabulary plays an important role in learning English to build language skills. Students will have good language skills in four language skills if students know a lot of vocabulary. All of these vocabulary words will be used by students when they communicate with others. So, students in language teaching should use their vocabulary when They talk to other students. In other words, they should improve speaking skills before other skills.

1.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types : active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the vocabulary that has been taught to students and that students have been taught and are expected to be able to use. Meanwhile, the second refers to the words that students will recognize when they meet them, but they may not be able to speak. Haycraft, quoted by Hach and Brown indicates two types of vocabulary, namely receptive vocabulary and productive vocabulary. To teach vocabulary, there are two types of vocabulary that must be familiarity with vocabulary can be divided into two types, namely receptive vocabulary and productive vocabulary.

1.1.2.1 Receptive Vocabulary

Receptive vocabulary refers to a collection of words that a person understands. Vocabulary can be learned through spoken or written language, sign language (gestures), or through symbols. Words are learned by first recognizing patterns in auditory or visual inputs and then attaching appropriate meanings. Vocabulary development depends on environmental, experience, and individual factors. The size of a child's vocabulary and knowledge significantly affects his or her understanding of spoken and written language.

2.1.2.2 Productive Vocabulary

Productive vocabulary includes the words we use when we speak or write. Gaims and Redman (1986) stated that productive or active vocabulary means language items that can be remembered and used by learners precisely in speech or writing. The conclusion from the explanation of the types of vocabulary above, is indeed It is important for teachers and students to know and understand the types of vocabulary Before carrying out the vocabulary teaching and learning process. we can develop vocabulary throughout our lives, we can learn new words and explain knowledge from our experience.

1.1.3 The Function of Vocabulary

Vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession. The words “use” has a meaning the function or the advantage. In other word, vocabulary use we have used in our daily language and to communicating

with other people in the world. It means that when we use words, we should know the function or the use of our words our vocabularies because it can guide us in understanding the language which we learn. Vocabulary has great function to construct sentences in language. Vocabulary is like the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. So, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be developed.

1.1.4 The Important of Vocabulary

Vocabulary plays a very important role in developing the four language skills: listening, speaking, reading, and writing. The vocabularies which have been many students can be easier they develop 14 the language skills. In addition, for those who are learning English as a foreign language, vocabulary is needed. Richards and Renandya stated that without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning of opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television. So, the students can develop the language skills easily by increasing the vocabulary. Moreover, Gass and Selinker show in her overview of sentence comprehension that vocabulary is important. Lexical information is clearly used in helping to determine syntactic relationships. Furthermore, Gass and Selinker state that, “the lexicon is also important in reading, but in the vast bulk of the world’s orthographies the writing system obviates the need for the reader to segment the text into words”.¹⁴ In accordance with the statements above, it can be concluded that, vocabulary is important to build up the language skills and to get the sentence comprehension.

2.2 Game

Play is an activity that is inherent in the world of children. According to Solehuddin in Suryana (2013) said that play can be seen as an activity that is voluntary, focused on the process, spontaneous, intrinsically rewarding, fun and flexible. By incorporating language learning objectives into the rules and mechanics of the game, teachers can create an engaging learning experience and motivate students to practice and apply their English skills in a meaningful way. Games can be adapted to target specific language skills such

as vocabulary, grammar, pronunciation, listening comprehension making games a method of language teaching at various levels of proficiency.

Using games to teach English is very effective because games engage students, making the learning process more fun and memorable. The use of games in classroom learning not only helps students but also helps teachers to awaken students' motivation and interest in learning.

2.3 Word Chain Game

2.3.1 Definition of Word Chain Game

Word chain game is one of the methods often used in English learning. Because this game is able to take the focus of students in learning vocabulary. As Carroll (2007:4) said that this game is a game that provides a goal to improve the player's ability to master vocabulary or words. Adachitoka says that one person says a word, and the next person says a word that starts from the last letter of the previous word. Therefore, each player has to say word by word during the game, in other words they will try to remember all the words they already know. It can be concluded that this game can help students improve their English vocabulary. Hemscott (2007:4) states that this game also helps in spelling and provides interest in spelling words.

For a teacher, it is necessary to create excitement in the teaching and learning process. Dorry says that one of the strongest beliefs about foreign language teaching is that it is a process in itself, the teaching and learning process should be fun.

2.3.2 The Steps of Playing Word Chain Game

According to Rini (2008) the steps of the word chain game are as follows:

1. Determine the category of words to be played, for example: color
2. Ask the first player to say one word about color, for example: Gray
3. The next player will say the name of another color from the last letter of the first word mentioned, for example: Yellow
4. Then the third player continues the word, example: White. and so on.
5. If the player cannot continue the word mentioned, the game is considered over.

In addition, Rini (2008:28) illustrates some other steps as follows:

1. Choose a word category, for example: fruit
2. The first player can use the word banana, then he/she asks the other players to mention other words of fruit starting with the last letter of the first word.

3. "A" as the last letter of the word "Banana" will be the first letter of the next fruit name. The next player may then say the word "Apple". Then, he/she will ask the other players to say the name of the other fruit, where the initial name of the fruit is "E". "E" is the last letter of the word "Apple".
4. The player will be declared out of the game if he/she cannot give the correct answer. And the game will continue with new categories, such as animals, country names, professions, etc.

The series of words will be an example as follows:

First player : Banana

Second player : Avocado

Third player : Orange

Fourth player : Elderberry, and so on.

It can be concluded that the word chain game is a game played by using the last letter of the previous word to create a new word.

2.3.3 The advantages of Using Word Chain Game

According to Agoestyowaty, Redjeki. 2007 said that this game allows students to collaborate and compete, develop strategies, think differently, be more productive, and less stressful. Carroll, Lewis. 2007 states that the word chain game is a type of game that aims to improve the player's ability to master vocabulary or words. From the statements of the experts above, it can be concluded that there are many benefits in using word chain games in learning English. That is to do cooperation, share knowledge with others, can strategize well, make students more active and productive, and make students feel happy in their learning. Other benefits can also help students improve their ability and focus in remembering or mastering words in English.

2.4 Previous Study

Several researchers have conducted several relevant studies. This can be a reference to help researchers in this study.

The first previous research was conducted by Medina, M., Lestari, S., & Yulianti, F. (2021, October). The purpose of this study was to improve vocabulary in eighth grade students through word chain games. This study also aims to determine the extent of vocabulary mastery of students who learn by using or without using word chain games. The difference between this study and several studies lies only in the subject or grade level used by the researchers. As for the weaknesses and shortcomings in this study, namely,

researchers use vocabulary alone as a research variable, if seen many researchers who use word chain games are used to improve vocabulary. This research only differs from other research subjects. The results showed that the use of word chains as a medium of learning vocabulary was successfully improved. It can be concluded that the use of word chain games as a medium of learning in the classroom can improve vocabulary understanding in junior high school students in Bumiayu. Not only does it improve students' vocabulary comprehension, this word chain game also helps students in improving their grades.

The second previous research was conducted by Amaliyah, D. (2020). This study aims to improve students' vocabulary mastery. And this study also aims to determine the extent to which the word chain game helps students in learning students' vocabulary mastery. The difference between this study and several other studies is only in the research subject. The subjects in this study were seventh grade junior high school students. The variables in this study are the same as other studies, namely using word chain games to improve students' English vocabulary. The results of this study prove that the average score of students in the experimental class is higher than the control class. This is evidenced by the results of the experimental class getting an average score of 87.86, while the control class got an average score of 80.95. So it can be concluded that the use of word chain games has a positive effect on increasing the vocabulary of seventh grade students at Ma'rif 1 Ponorogo Junior High School. The word chain game is proven to improve student learning outcomes in mastering English vocabulary.

The third previous research was conducted by Ramadani, W., Naro, W., & Nur, N. A. (2019). The purpose of this study was to improve students' vocabulary mastery. This study also aims to determine the extent of students' vocabulary mastery by using word chain games. the difference between this study and several other studies is the research place that researchers use. This study still uses the same variables as other studies, namely word chain games and vocabulary understanding. The results of this study successfully improved students' vocabulary mastery, this is evidenced by the average score of 65.5 after the action and before the action the average score of students was 50.5. So, it can be concluded that the word chain game is very influential on students' vocabulary understanding, not only understanding the word chain game also affects the increase in students' average score.

The fourth previous research was conducted by (Nufus 2019). The purpose of this study was to improve students' understanding of vocabulary to explain something. This study also aims to determine the extent of students' vocabulary mastery by using word chain games. The difference between this study and several other studies is that it uses

students' vocabulary understanding to explain something, not only focusing on improving vocabulary. The weakness of this study is that the researcher did not focus on the word "describing things". The result of this study was that the word chain game was able to improve students' understanding of vocabulary and was able to help students to explain things well. Other results showed that vocabulary games have a significant effect on students' understanding of vocabulary about describing things.

Of all the previous studies above, there are similarities and differences with researcher research. The similarity between previous research and this research is that it uses a quantitative pre-test and post test design. Another similarity is that it has the same focus used by researchers, namely using word chain games in this study. The difference between this study and the previous study is the ability used by researchers, the previous study used word chain games to help improve vocabulary in students. However, in this study researchers used word chain games to help students improve writing skills. Another difference in this and previous studies is in the research subject. Previous researchers used junior high school students for their research, but in this study researchers used elementary school students for research. The purpose of this study is to help students learn other English skills such as writing skills and not only focus on only one skill including vocabulary. Another purpose of this study is to introduce teachers and students to a learning method that can make students interested and excited about their lessons.