

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is expected to support the researcher's opinion to answer the research question in chapter I. This chapter is also expected to give important information for describing the theories related of object research. In this chapter will discuss about; (1) Vocabulary (2) Games (3) Teaching English with Games (4) Engklek.

2.1 Vocabulary

According to Kridalaksana in Tarigan (1994: 446) that vocabulary is a component of a language that maintains all of information about meaning and using words in a language. Suyanto (2007), states that vocabulary is one of three language components; grammar, vocabulary and pronunciation. It is important elements that cannot be separated from other in learning language process. Since English is as a foreign language, so it is very important to mastered students in a learning language. To get further understanding about vocabulary, Donna Young (2007) explains that vocabulary study about;

- a. The meaning of words: study the meaning words and part of speech.
- b. How the words used: study the words with contexts.
- c. Root words, prefixes, suffixes: these will aid in studying vocabulary.
- d. Analogy: comparing two pairs of words and choosing the pairs goes together. Analogies are used to link an unfamiliar or a new idea with common and familiar objects. It makes easy the readers to comprehend a new idea, which they feel difficulty to understand their idea. Analogies

help increase readers interesting as analogies help relate what they read in their life. For example, kitchen is to cooking as bedroom is to sleeping, human is to oxygen as plant is to carbon dioxide.

2.1.1 Importance of Vocabulary in Teaching English

Vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary is not a syllabus, is a list of words that prepared to memorize and learned. Memorizing may be good and useful as a temporary technique for tests or evaluation, but not for learning a foreign language. Students need to learn vocabulary to fill the target language in another way. If a teacher is really to teach the students what the meaning words and how do use the words. Of course a teacher needs to show to them using words together with context, for example using pictures. It will make easy students to know and understand new words that will be given by a teacher. The words is just not exist on their own, so many categories of words such as; nouns, verbs, adjectives, adverbs, prepositions, pronouns, etc, however, they depend upon each other appropriate with meanings and contexts. So, the meaning of word in contexts is very important in teaching vocabulary.

Teaching vocabulary helps students understand what they read and communicate with others in English. Reality of language is very difficult to put into words in a sentence both in oral or written form, but in teaching vocabulary also helps students overcome this problem. Although vocabulary is not always became priority in learning English, but in learning language will press the necessity of semantic approach to teaching vocabulary, it is a learning that connecting between meaning and contexts. It means that the word is as name of

objects and expresses meaning of words then get ideas. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer, 1991:153). This statement states that vocabulary is very needed to string up language because it can provides words to express their ideas.

In addition, vocabulary is also important to communicate. When the curriculum demand students to respond the meaning and express the meaning, students should be have vocabularies enough, if have not, they will not able to meet those curriculum demand. It supported Wilkins’s opinion (Thornbury, 2002:13), he states “without grammar, little can be conveyed; without vocabulary, nothing can be conveyed”. This statement shows that vocabulary and grammar is important to convey the idea, vocabulary is more important than grammar. Therefore, the teacher needs pour concern on students’ vocabulary achievement in order to able to express their ideas and understanding discourse.

2.1.2 Teaching Vocabulary for Young Learner

Suyanto (2007:2) states that teaching learning process is started from young age. Students in Elementary School can be categorized as young learners. In other pages of his book explain that definition of young learners in learning English (EYL) is children who learn on 6-12 years old. Then they are divided into 2 groups , there are younger group (6-8 years old) and older group (9-12 years old) that include appropriate with level classes, lower class for students at 1st, 2nd and 3rd, while upper class for students at 4th, 5th and 6th in elementary school.

These are the characteristics of young learners generally. Not rule out the possibility of other characteristics of young learners that can influence their success and failure in learning English;

1. They relate what they learn with themselves. For example, topic 'my family' directly they will associate someone from around.
2. They are difficult to differentiate concrete and abstract objects, the teacher should begin to introduce the concrete objects to abstract objects, which means it uses together with context.
3. They are easy to get bored because they have short power of concentration and attention. So, in learning activities should be varied in order to build their motivation with creating a fun atmosphere in class.
4. They are imaginative and active. They differentiate the pictures with concrete meaning that given before. Then, they are active if given a game so that they involve in dialogue and interact in. This activity gives glad to children.
5. They are inclined to love team-work than individual work.
6. Besides, love a game, they also love a story. Telling can focus on the context whole than word to word.

English learning for young learners is more emphasizes their vocabulary. Because of young learners are as learners early that previously they use mother tongue as their first language. To understanding the meaning from discourse, they need vocabulary mastery. Vocabulary is one of important factor to master a language including arrange words into a sentence correctly. In teaching vocabulary is also required to master 4 basic tasks of language development

included developing vocabulary, stringing the words and saying the words simple because this learning for young learners, and also developing language skills; listening, speaking, reading and writing skills.

2.2 Games

Games is one of activities that loved by young learner because it includes elements are; fun, doing spontaneity, they are active together, like enacted someone, obey the rules, they are active to think and feel free. It is supported by Suyanto's opinion (2007: 113) that there are three activities loved by young learners in class, are singing, games, and telling story.

Game is also a structured activity, usually undertaken for enjoyment and sometimes educational tool. The following of the criteria games as educational media for teaching English, according to Tyson (2000), that;

- A game must be more than fun
- A game should be familiar by students
- A game should keep all of students involved and interested
- A game should involve friendly competition
- A game should give students a chance to learn, practice, or review specific language material
- A game should encourage students to focus on the use language rather than the language itself.

Based on the statement above, the researcher will describe as follow:

Games are activities that have elements and are very useful and important for learning, especially for teaching vocabulary.

2.3 Teaching English with Games

Teaching English for young learners is often viewed as difficult and tedious learning because English is the high level of difficulty for young learners which they do not use English as their mother language. Therefore, using game or media can be a method or strategy that appealed to them in order to more motivated to learn English. Lee Su Kim (1995) presents six advantages of using games, they are;

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language required a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in various skills are speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Actually, teaching English using game is not only about papers, whiteboard, maker or book. In order to get a good result, the teacher should use the effective teaching aid or media to complete the game. Media is a tool used by teachers, facilitators, or tutors to help students improve their vocabulary and other skills. There are many kind of media can be used to teach such as, picture, flash cards, posters, map, projector, sound system, real object, etc.

Teaching English vocabulary with games is one of types of learning strategy which adopted from the series of games and media as complement then

integrated with English. Either existing games or made it own can create learning atmosphere more interested, motivated, built a good relationship with friends, enjoyment because of fun. Besides, games are also can make them to understanding the real word in context and also the teacher can solve the problem of students about difficulty to learn English or views background of their students, for example; shy students are given opportunities through game. Using game in teaching English can give shy students more opportunity to express their opinion and feelings (Hansen, 1994:118). Therefore, the teacher effort to make influences of the game to teaching learning process in order to achieve the purpose of learning English itself.

From the explanation above, the researcher concludes that games are the effective strategy in improving the students' participation in teaching activity. Although students are active in playing but games fixed to make students focus on study. It supported an opinion "The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment" (Lewis,1999).

2.4 Engklek

2.4.1 The Definition of Engklek

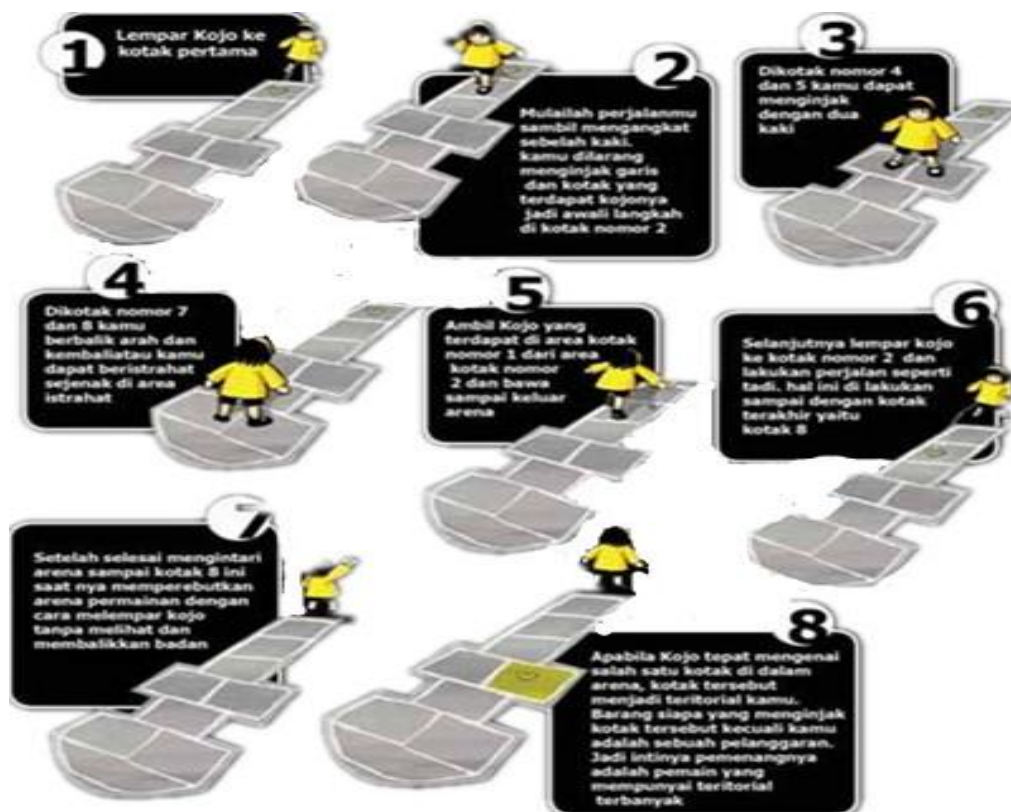
Engklek (in Javanese) is one of traditional game. Traditional games can be defined as the games that are done by using very simple tools even nothing used and usually played by groups of children. Indonesia as the archipelago country which consists of thousand islands and different culture has a large number of traditional games with its different name for each game between one area and others, such as Engklek. Engklek is played by jumping on Engklek pattern that is

drawn on the ground. This pattern consist of some squares then players jump with rising one foot from one square to the next squares while take a pebble. Engklek usually played 2 until 5 children in the yard or rather large place.

This game has many other names several in Indonesia; Tepok Gunung, Engklek (Central Java), Demprak (Betawi), Engkle/Tabakan (Gresik/Lamongan), Sonda (Mojokerto) and so on. The mention of terms is variety, but the basic play way is similar. There are two versions to history origin of Engklek. The first version, there is allegation that name of this game " zondag-maandag " come from Dutch and spread to Indonesia archipelago at colonial epoch, although this estimating is temporary opinion (source:wikipedia.org). Then, the second version based on Dr. Smpuck HurGronje (in Aisyah, 2011), that Engklek come from India (Hindustan) then spread all over Indonesia (source:aisyahinsani.wordpress.com). Mentioned Engklek in Javanese, it means smallest part of the broken tiles were used as pebble ('gacok' in Javanese) to play (Widi, 2011), besides, this study also conducted in Java island.

Based on Bayu Surya's blog (2010)about introducing a game that adopted from http://bayumuhammad.blogspot.com/2010_03_01_archive.html?m=0, Engklek steps is simple. A player plays with using a pebble (gacok/kojo), it usually is made from broken tiles, ceramic or stone. He puts on it one of squares in Engklek pattern. He may be not jumping on the square that is taken it. If he puts it outline, he shall be disqualified and replaced by the next players. After putting the pebble, he jumps on each square of Engklek pattern with raising one foot. Before he finished this game, he is allowed take it. If he finished his playing at the entire squares, he turns back the body. He shall throw it on a true square, it

will be his 'home/area'. The home/area may be not stepped or jumped by another player. The player who has many 'home/areas' is being the winner. This game is fun because the players often make mistakes when they throw the pebble. They suppose their toss on the square that they want. Thus, he plays Engklek game. The steps game is same to play or throw the pebble to the next squares. To get clearly to understand about Engklek, the researcher gives an illustration how to play Engklek, below;



Picture: 1

Source: <http://lusianarrgp.blogspot.com/2013/04/permainan-sondah.html>

The benefits acquired from Engklek are;

- a. Physical ability. Children move the body by jumping on the pattern.
- b. Engklek teach them how to socialize with their friends.

- c. Obey the rules of game that has been agreed by players.
- d. Develop intelligence and train them to count, listen, view and determine the steps that must be passed.
- e. Children are more active. This game is made directly by them using the tool around them.

2.4.2 Implementation of Engklek in Teaching Vocabulary

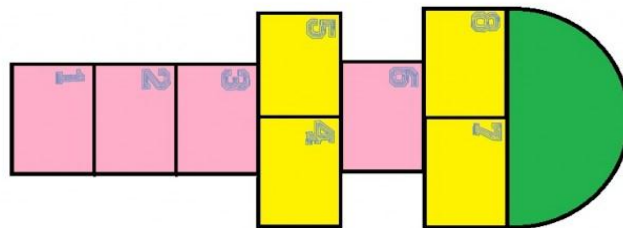
Learning activities outclass should be accommodated with learning targets, it can be achieved by the teacher. Learning activity can be juxtaposed with traditional games. Otherwise, it makes students easy to accept the goal of learning. Traditional game contains elements of creativity, sportsmanship, and happiness. This study chooses one of traditional games, Engklek as a strategy in teaching vocabulary. Engklek has long been recognized by children as well as the researcher herself that often played it as a child. It is very easy to play. Its play way is still same that has been explained before. It only jumps on and throws the pebble on the squares of Engklek pattern. The players also should obey the rule of game when they play.

Engklek is a game that can be as an educational media and can be integrated in learning English, especially in teaching vocabulary. The researcher makes some concepts of Engklek in teaching vocabulary. First, the researcher prepares vocabulary materials based on the English materials that going to learned and applies the words with pictures (without a letter) in order to they obtain the word not only the meaning word but also in context. So, the student can improve their vocabulary achievement because they know the words with context. The implementation of Engklek not only emphasizes on memorizing

system that it is often done in class, but this game trains the students to read and listen the name of pictures. Thus, Engklek is juxtaposed with vocabularies in pictures.

Second, the researcher makes Engklek fields. There are about 11 Engklek patterns, like red-cross, umbrella, tower/mountain, etc (Iswinarti, 2010). The researcher has aware that Engklek patterns are different in each area. So, the researcher will determine a familiar Engklek pattern in Gresik. Because of the study will be conducted in Gresik. Mountain pattern has been chose by the researcher as Engklek field. It is the mountain pattern (Picture 2).

Third, the researcher makes some pebbles for students as equipment game. The researcher makes the pebbles from flannel, broken tiles, scissors, needle and thread. Flannel will be formed with cute patterns that it can make students interesting. It will be contained with broken tiles. Then, it will be sewn by using needle and thread (Picture 3).



Picture: 2



Picture: 3

The last, the researcher will draw three Engklek patterns on the schoolyard with chalks. Each Engklek field consists of eight squares. The researcher will conduct this action out class because it needs a large place. It is outdoor learning activity that has many advantages for students; use environment as source study, stimulate students' creativity, expand the information, and information processing themselves (Rustaman, 2005). Thus, the researcher implements Engklek by using pictures, pebbles in teaching vocabulary and conduct it outclass.

a) The benefits and weaknesses of Engklek

The researcher has explained about the benefits of Engklek game itself specifically. Now we will know that Engklek has advantages in teaching learning English, especially for teaching vocabulary, they are;

- Make students more sophisticated in learning English so they can motivated
- Introducing a new vocabulary for students by game
- Make students' understanding toward vocabularies with context that showed pictures
- Improve the number of vocabularies that do not know before from the material
- Make class alive because it can interest students' participant
- Can socialize and interact with other students
- Cooperate to obey the rule playing

In addition, Engklek can be used as a therapy to solve the students who have problems in teaching learning process. It is stated by Iswinarti, (2010) that Engklek contains;

- Detection value, it useful to know students who have the problems in learning.
- The value of physical development. The students move their body in playing.
- Mental health value. It useful to train their concentrations, self-control, and communicate with others.
- The value of problem solving. It can be seen from putting the pebble on a square.
- Social value. It can be shown from their communication to obey the rules of game.

The students play Engklek outdoor. Learning outdoor has advantages in learning. According to W. Gulo, (2002) that it can improve students' motivation, know the life aspects through environment, easy to obtain the material of learning in environment, more active in learning, obtain many source of learning, provide the experience in learning, get the information directly, merangsang their creativity.

Then, the weakness of Engklek in implementation is; to implement the game in a learning activity of course takes long enough in order to all of purposes of study and benefits of Engklek in teaching vocabulary optimally accepted by students. In addition, it also does not have a specific time allocation in learning

English process. Therefore, the researcher attempts to plan using Engklek maximally/closely useful to success of students introducing the new vocabularies.

b) Procedure how to play Engklek

Engklek has arranges to play, but the rules and how to play is not much different from the actual game. Some rules of this game that must be obeyed by player has not/has played [both as a player or audience], there are;

1. Audience must listen to the vocabularies when player is mentioning or playing it.
2. If player cannot mention or mention incorrect vocabularies, audience must assist to correct it.
3. If player falls, he/she must repeat from the beginning of game.

The steps of game;

Engklek field consist of 8 square and 8 pictures

Step 1: Put a pebble on the first square [if you are the first player] at Engklek field then mention the vocabulary or picture on the square.

Step 2: Jump on one square to next squares with one foot while mention vocabularies until you return to the first square or finish the game.

You may not jump on the square which has putted the pebble.

Step 3: When you have turned around, take the pebble while mention vocabulary on the square.

Note: For the second player until the last player. The steps are like the first player, but you put the pebble on the second square or the next squares.