

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some basic theories related to study. This chapter consists of five sections. First, Teaching Vocabulary, second section is Teaching Vocabulary to Young Learners, third is Teaching Vocabulary Using Game, the fourth section is Mind Game and the last is Previous Study.

2.1 Teaching Vocabulary

Vocabulary is an essential aspect in learning language because vocabulary is one of language foundations that can help students to progress four language skills include listening, reading, speaking, and writing. In addition, based on the Murcia and Lois (1978:242) vocabulary can be defined a basic on the language that needs development for the necessity of communication. So, vocabulary is also a main aspect in communication because if we have limit words we will get difficult to talk each other because we do not know the words that we want to talk about.

Teaching vocabulary becomes a central parts in teaching elementary school because successful students learning language depends how many vocabularies they can master and how well they use them. So, Elementary school students must enrich their vocabulary to be able to communicate in the basic way. To make the students mastery in vocabulary, teacher should be imaginative and creative to build the enjoyable teaching and learning condition. Moreover, the teacher also should know the students' difficulties in learning vocabulary.

Basically, there are some effective efforts to solve the students' difficulties in learning vocabulary such as using game, song, video, stories etc.

2.2 Teaching Vocabulary to Young Learners

In this research, the term of young learners refers to the fourth grade. Young learner has different typical from adult learners. Young learner loves to do something fun. They also easy to recollect something but unfortunately, They also forget it quickly. Moreover, they are also very easy to get bored. So, teaching to young learner is challenging. Sometimes, the teacher needs to be patient because they are very dynamic and eager to learn a new thing.

Based on Slattery and Willis (2001) as quoted El-bahri, there are ten characteristics of children as learners. Children are:

- a. Developing quickly as individuals.
- b. Learn in a variety of ways.
- c. Not be able to understand grammatical rules and explanations about language.
- d. Try to make sense of situations by making use of non-verbal clues.
- e. Talk in their mother tongue about they understand and do this helps them learn.
- f. Can generally imitate the sounds they hear quite accurately and copy the way adults speak.
- g. Naturally curious.
- h. Love to play and use their imagination.
- i. Comfortable with routines and enjoy repetition.

Based on those characteristics, the most characteristic which appear in students of the fourth grade of SDN Golokan when researcher observed are they very love to learn in a variety of ways, love to play and use their imagination. It can be seen that students got bored when the teacher used the same strategy. So, they did not focus on the lesson.

2.3 Teaching Vocabulary Using Game

There are many efforts to do for expanding learning quality and developing learning by applying effective and interesting learning methods. So, to increase the vocabulary we need methods to be used. One of methods is by using games. Games can be a method that will give many advantages for the students. The advantages of games are games help and encourage many students to sustain their interest of study. Basically, they like exciting activities such as play, fun and cooperation that are included in games. Moreover, games can make students do not feel bored with the lesson when teacher explain. They will feel glad in the class because games will entertain them.

Ludewig & Swan, El-bahri and Nguyen and Khuat believe that some kinds of game can advance the different language, skills and appropriately for different level of language achievement. For the first, Ludewig & Swan (2007) explained “Remarkable power of games to engage our attention is evident all around us”. On the other hand, El-bahri explained “The useful of games are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment”. Moreover, Nguyen & Khuat (2003) explained “Games should promote learning and teach students vocabulary as well”. From those statements, it can be concluded that games have power to make

students give more attention with lesson and interact with environment. Games also can change the learning process of teacher center become student center, because in this case teacher will be as facilitator. So, games are useful as effective method in learning process in the class.

There are many kind of games to improve some skill Such as reading, listening, vocabulary, grammar, pronunciation and etc. In this study, the researcher will be focused on vocabulary game. According to Lee (1979:37) “A Vocabulary game is one in which the learner’s attention is focused mainly on words”. There are many kinds of vocabulary game such as mind game, board game, card game and etc. In this study, the researcher had chosen Mind game as method to improve students’ vocabulary in elementary school.

2.4 Mind Game

Based on Wise (2003: 54) Mind game can be defined as the games which relies on the power of imagination, observation, memory or logic. Mind games do not only advance thinking skills but also advance students’ activity in the classroom. So, students’ activity in the classroom varies and students’ boredom can be reduced. Moreover, Wise stated that this game can be played in anywhere, and the only equipment needed is a dash of creativity and a nimble brain. It means that the teacher may use Mind game in class based on their own creativity. So, every teacher may have different creativity in using Mind game.

In this research, the researcher will apply some variations of Mind game which has connection one to another. They are as follows:

a. The first variation of Mind game

In the first meeting, the researcher use variation of mind game.

Based on Wise's theory, the characteristics of this game are as follows:

1. The players are two or more.
2. The ages of players are 7 to 14 years old.
3. The place can be in anywhere.
4. There is no equipment that needed.

The rule of this game is the first player starts by calling out a word. The next player must immediately say the first word that comes to mind. For the example, if the first word is "Dog", the second word can be "House", "Bone" or "Cat" etc. the students who cannot add to the list or makes mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related any topic.

b. The second variation of Mind game

In the second meeting, the researcher use variation of mind game.

Based on Wise's theory, the characteristics of this game are as follows:

1. The players are two or more, plus an adult or older child to set up the game.
2. The age of players are 6 to 10 years old
3. The place can be in a table or other flat writing surface, with seating for all players.
4. The equipment of this game is large tray, with cloth to cover it; assortment of 20 to 25 small objects; pencil and paper for each player.

The rule of this game is before the game gets underway, the teacher prepares out of sight of the other players a tray with an assortment of 20 to 25 small objects on it. The objects can be anything based on the topic that chosen by the teacher. After spreading the objects on the tray, the teacher covers it with a similar cloth. Players now gather around the tray and the teacher removes the cloth for 1 to 3 minutes. During that time the players must memorize as many of object as they can. When time is up, the tray is covered again and players are given another 3 minutes to write down all things they remember seeing. The player who list most correct objects wins the game.

c. The third variation of Mind game

In the third meeting, the researcher use variation of mind game. Based on Wise theory, the characteristics of this game are as follows:

1. Players of this game are three or more.
2. The ages of the players are 3 to 10 years old.
3. The place can be in anywhere.

The rule of this game is a player chooses an object that is in view of all the players and says, “I spy, with my little eye, something that is.....”. The blank is filled with the name of color, shape, first letter of the object etc. for example, if the object is a blackboard, the student would say, “I spy, with my little eye, something that begins with B”. The other players now try to guess the object. Each takes a turn naming something that begins with “B” until the mystery is

solved. The student who guesses right is the winner and gets to choose the next object.

2.5 Previous Study

In this study, the researcher will mention some researches which are intended to study the implementation of using Mind game. The first study was conducted by Febriyanti (2010) entitled “The Implementation of Mind Games in Teaching Vocabulary to the Fourth Grade Students of SDN Manding Laok 1 Sumenep”. The research design of this study is descriptive. The result of this study shows that most of the students really liked the mind game which was used in teaching English vocabulary. Moreover, all the students showed some progress after the implementation of Mind games.

The second study was conducted by Wahyuni (2011) entitled “Mind Game in Teaching Vocabulary at Elementary School”. The research design of this study is descriptive. The result of this study shows that using mind game in elementary school is an interesting technique to teach vocabulary for young learners.

The two studies above are about the implementation of using Mind game in elementary school. Those studies have different implementation on the variation of mind games but they show that using Mind game is one of good way to teach vocabulary.

On the other hand, the researcher also will mention some researches which are intended to improve students’ vocabulary by using game. The first study was conducted by Handayani (2011) entitled “The Use of Naming Game as a Strategy to Improve Students’ Vocabulary at Second Grade of SDN Roomo Manyar

Gresik”. The research design of this study is action research. The result of the study shows that Naming game could improve students’ vocabulary, students’ participation and students’ motivation.

Another study was conducted by Jailani (2010) entitled “Improving Students’ English Vocabulary Through The Communicative Language Teaching (CLT) Method by Using Language Games as Media at The First Year of SDIT Al-Ibrah Gresik”. The research design of this study is action research. The result of this study can be concluded that communicative language teaching (CLT) method by using language games as media at the first year of SDIT Al-Ibrah Gresik run effectively and the game can improve students’ vocabulary and make them interested and memorized new vocabulary easier.

The two studies above used game to complete the research. Although those studies used different game, the result of those studies was the same which showed that game can improve students’ vocabulary. It shows that using game is a good strategy to improve students’ vocabulary. So, in this research, the researcher chooses Mind game as a game which will be applied.