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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Vocabulary

Vocabulary is a word that has meaning. It means that vocabulary refers to the word that the students understand. If they know the words, they will be able to use the language to listen, speak, read, or write. By using the vocabulary, the students can communicate with the other people. Vocabulary means the words which are significant to be known by the language learners. It can be found in dictionary or other sources which are relevant. However, to enrich the vocabulary, we should precisely know about the context of the language spoken or written.

According to Tankersley (2005:66) cited in Asriadi (2015:10), “Vocabulary consists of the words that we understand and can actively listen to, speak, read, write”. In line with Linsey and Nunan (2005:121) cited in Asriadi (2015:10), “Vocabulary is the collection of words that an individual knows”. It means that vocabulary refers to the words that the students know. There are many words in a language. If the students know many vocabularies, they will be able to use it in reading, writing, speaking and listening.

In the other hand, if they are lack of vocabulary, it will be difficult for them to develop the language skills. According to Hirai

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and friends (2005: 45) cited in Anjani (2015: 10), Vocabulary is the basic for development of language. It means that vocabulary is the basis for development of language. Without vocabulary the students will not be able to use the language to develop their skills, so, in learning the language vocabulary is a key to develop the language.

In addition, Healy (2000: 2) cited in Nirmala (2010: 12) stated that there are three main principles that appear to underline effective vocabulary teaching:

- a. Learner should be provided with both definitional and contextual information about words.
- b. Learners should be encouraged to process information about words at deeper level.
- c. ESL learner they should multiple exposes word.

Furthermore, vocabulary is very important in learning English particularly in vocabulary knowledge. The main reason for this is that vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate a foreign language well, students should acquire an adequate number of words and should know how to use them accurately. Huyen and Nga (2003). It is known, that not all of the learners can memorize the words, especially in low frequency words. It all depends on the learners' ability to understand the vocabulary as an important aspect for the foreign language learners.

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## 2. Students' Vocabulary Comprehension

The vocabulary is the focus of language. Vocabulary is one of the important elements that should be mastered by the students. By mastering the vocabulary, the students will be able to use the language easily and correctly in their lives. According to Read (2000:16) cited in Anjani (2015:12), vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition or an equivalent word in their own language. It means that it is used to comprehend a lot of vocabularies before they are able to form the grammatical sentences of English.

Vocabulary comprehension is one of the needs in foreign language; rich vocabulary knowledge will help students to speak fluently and ease to comprehend a text. However, in order to get a good knowledge in vocabulary especially in teaching vocabulary to students who learn English as foreign language, the teacher should use the various techniques. So, the students can absorb the words in their brain and not feel bored of the lesson.

Comprehension means complete knowledge, great skills, so, if the students comprehend in vocabulary automatically the students can increase and can develop their language skills. Vocabulary comprehension in this research is that the students understand the rules of playing games and know more dealing with vocabulary knowledge, then, they know of the responsibility toward their group and keep

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strong in learning and they feel enjoyable to learn vocabulary comprehension.

Furthermore, according to Rowenhorst (2006: 4), one way students develop vocabulary is indirectly through reading, listening, and speaking. A student's background knowledge and prior experiences play a large role in vocabulary development. So, for developing vocabularies, the students must have knowledge and through reading, speaking and listening. It has direct contribution on the mastery of the four language skills. In short, it can be said that the students who have good vocabulary knowledge will be able to comprehend the language skills well.

Comprehending vocabulary is one of important components in understanding a text, conversation, or written in English. Without comprehending vocabulary, the students cannot achieve the purpose. According to McCarten (2007: 21), learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. It means that learning vocabulary is a process of remembering, understanding, and application the words. So, to understand the language easily the students should comprehend the vocabulary first.

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### 3. Factors That Influence Students' Vocabulary Comprehension

Vocabulary comprehension related with factors are known to influence the comprehending for all learners, these factors involve indirect and direct vocabulary. Joan (2005: 3-5) stated that there are some factors:

- a. Indirect vocabulary; Wide reading: The more you read, the more vocabulary you learn. The amount of students' reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which in turn improves their ability to read more complex text. "In short, the single most important thing you can do to improve students' vocabulary is to get them to read more."
- b. Multiple exposure to words; The growth of word knowledge is slow and incremental, requiring multiple exposures to words.
- c. Multiple exposure and importance of background knowledge; Background knowledge is a student's experience and knowledge of the world.
- d. Direct Vocabulary Instruction; Promote "word consciousness" Word consciousness means having an interest and awareness of words. Word consciousness involves awareness of word structure, including an understanding of word parts and word order. Students need to become aware of how written language is different from everyday conversation by drawing their attention to the distinctive structures of



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written language such as compound and complex sentence structures, phrasing within sentences, how punctuation is used to signal phrasing, and paragraph structure.

- e. Analyzing word structure: Teaching word parts; When students encounter unknown words they can use knowledge of word parts (root words, suffixes and prefixes) to help determine the meaning.

#### 4. The Nature of Games

A game is an activity that gives an opportunity to the students to be active in classroom governed by rules. It encourages students' motivation in learning in order to make learning process enjoyable and attractive.

Games is also a form of play governed with rules. Similarly, Hadfield (1990) cited in Nirmala (2010: 20) defined games as an activity with rules, goals and elements of fun. The main focus of using games in class is to help students learn and have fun. However, in playing games, competition is very important because it can stimulate and encourage students to participate in the activity since they want to beat the other teams.

According to Smith (2002:7) cited in Ika (2012: 10), a game can be an effective tool in students' acquisition of vocabulary. Games are effective because they allow for meaningful, motivating, and relaxed atmosphere that give students an opportunity to improve their language skills and language components as well. Games help and encourage many learners to sustain their interest and work. Games

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also help teacher to create context in which it is useful and meaningful. According to Uberman (1998: 20), The learners want to take a part playing games provided for students an outlet from the monotony of repetitious teaching approaches. Moreover, he stated that through games students are able to experiment and interact with their environment. The teacher can make the students understand the meaning of the words.

## 5. The Advantages of Games

There are many advantages of using games during teaching and learning process. Games can make classes to be fun. If the students are having fun, they will find that learning English is very interesting, without realizing it they can observe the lesson easier. Games have advantages and effectiveness in learning vocabulary in various ways.

According to Saverinus Kaka in Ika (2013: p. 119-120), the advantages of games in teaching and learning process are as follows:

- a. Games are a welcome break from the unusual routine of the language class.
- b. Games are motivating and challenging students to get involved and participate actively in the learning activities.
- c. Games provide language practice in the various skills; speaking, writing, listening and reading.
- d. Games can help them learn and hang on to new words more easily.

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- e. Games usually involve friendly competition and they keep students interested in learning the language.
- f. Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

According to Sigridur Dogg (2010: p. 7-9), there are many advantages of games in the language classroom:

1. Games are fun, because games can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.
2. Games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can help create a friendly and positive atmosphere in learning environment.
3. Games can be a very good way to practice language skills. by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility, also that allows students to do more on their own, and that can very well result in an increase in their confidence level. (Sigridur D in Langran and Purcell, 2010: p. 8).



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4. Games can feel positively to the students about their learning language.
5. Games are good for shy students and students with low confidence.
6. Games can be a good strategy when teaching various subjects.

Based on the theories above, using games in the classroom is important because games can make students satisfied and enjoyable in language learning.

## 6. Using Board Word Games on Students' Vocabulary Comprehension

Board word game is a type of the media that is very interesting to motivate students and learn English. Free online dictionary, Thesaurus and Encyclopedia give the definition of board games as games played on specially design board. Board games use a special design board as a central tool. In this board the players' status, resources, and progress are tracked using physical tokens. Board games use dice or cards as tools.

Board game is a game in which counters or pieces are placed, removed, or moved on a pre-marked surface or "board" according to a set of rules. ([www.en.wikipedia.org/wiki/boardgames/html/](http://www.en.wikipedia.org/wiki/boardgames/html/))

According to Peter (1993: p. v), "board game consists of 30 drawings of subjects which the students, working in pairs, have to match with the words in the boxes below". It means that board word game makes the students' activities in learning process more active and more fun. Board word game is including some boards: clothes, synonyms, four of a kind, and three in a row.

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In addition, Armstrong (2009) suggested board game as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

Besides, Board word game is an interesting and enjoyable activity where the students can enjoy gaining object and events through board for most of the beginning readers and writers. It means that board word game induces students to classify their words and build the concepts that enable them to unlock unfamiliar words. Furthermore, adding students' vocabulary comprehension with board is a strategy to lead learners into inquiring word illustration.

Before implementing the board word games, Peter (2001: 11-12) stated that these following preliminaries are the procedures to game play that help create the structure for the game plays environment:

- 1) Teacher gives each pair a copy of the board. Students will also need a die, and it might be easier if students work with different colored pens or pencils.
- 2) Player 1/ student 1 throws the die, e.g. (s)he throws 5. (S)he looks at the words in Box 5, player 1 chooses one, and writes it down under the appropriate drawing. At the same time (s)he crosses out the word from the list. Play now passes on to Player 2 who does the same.

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- 3) Play continues in this way. Should a player throw a number where all the words have been used up, (s)he misses a turn. Likewise, should a player be unable to place a word (because they do not know it), (s)he “”passes” and play moves to his/her partner.
- 4) Set a time limit and stop the students at the end of it. The teacher can read out the answers and the students can check. They score 1 point for every word placed correctly and lose 1 point for every word placed incorrectly.

In addition, introducing the game to the students, describing the rules, along with an interesting classroom layout, should help motivate students to play. The teacher may also want to ask if there are any questions about the rules, ask one or more students to restate the rules to ensure that the players understand what is expected of them.

Vocabulary is the list of word in a language with meaning and definition and it is very important to develop students' ability in learning speaking, listening, reading, and writing as the fundamental in learning language and to apply in their life with meaningful. Teaching vocabulary should be integrated into four language skills.

According to Penny Ur (1991: 60-62), “vocabulary can be defined, roughly, as the words teacher in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in -law, which are made up of two or three words but express single idea. There are also multi-word idioms such as call it a day.

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Where the meaning of the phrase cannot be deduced from: an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary ‘item’ rather than ‘word’.

In teaching vocabulary, teachers need several items. The items are:

a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). This is unquestionably important especially related to English, in which spelling very often different from the pronunciation in teaching, teachers need to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

c. Collocation

Knowing how to form collocation is another aspect of knowing a word. The collocations typical of particular items are another factor that makes a particular combination sound

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‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new item which it may be worth teaching.

- d. Aspect of meaning (1): denotation, connotation, and appropriateness.

There are aspects of meaning that are important for the students to know namely denotation, connotation, and appropriateness. Denotation is the kind of meaning which is written in a dictionary. This type of meaning is also called dictionary meaning or lexical meaning of word. This is the meaning which adds or associates to an item either negative or positive one, which may not be indicated in a dictionary definition.

- e. Aspect of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others that can also be useful in teaching. There are various such relationships they are:

- 1) Synonyms: items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonyms of intelligent.
- 2) Antonyms: items that mean the opposite; rich is an antonym of poor.
- 3) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.



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- 4) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates.
- 5) Super-ordinates: general concepts that 'cover' specific items; animal is the super-ordinate of dog, lion, mouse.
- 6) Translation: words or expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.

f. Word formation

Vocabulary item, whether one-word or multi-word, can often be broken down into their components are put together is another piece of useful information perhaps mainly for more advanced learners. Some of these word formations processed are borrowing, compounding, blending, clipping, back-formation, conversion, acronyms, prefixes and multi processes.

Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabularies, as well as grammatical patterning, idioms, and fixed expressions. Learning vocabulary is a very important part of learning a language. The more words students know, the more students will be able to understand what students hear and read and the better students will be able to say what students want to when speaking or writing.

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However many theories about vocabulary learning process were written, thus there are several general principles for successful teaching, which are valid for any method. According to Dana (2006: 10), the principles are:

- a. Aim: what is to be taught, which words, how many.
- b. Need: target vocabulary should respond students' real needs and interests.
- c. Frequent exposure and repetition.
- d. Meaningful presentation: clear and unambiguous denotation or reference should be assured.

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. According to Hughes (2003:180), knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its:

- a. Meaning, i.e. relate the word to an appropriate object or context.
- b. Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have.
- c. Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes).

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- d. Grammar, i.e. to use it in the appropriate grammatical form.

According to Chapele (1994: 163) in Read (2000: 28), there are three components of vocabulary as follows:

- a. The context of vocabulary use; traditionally in vocabulary testing, the term context has referred to the sentence or utterance in which the target word occurs.
- b. Vocabulary knowledge and fundamental processes; the second component in Chapelle's (1994) in Read (2000: 30), framework of vocabulary ability is the one that has received the most attention from applied linguists and second language teachers.

Chapelle's outlines four dimensions of this component:

- 1) Vocabulary size: this refers to the number of words that a person knows.
- 2) Knowledge of word characteristics: as Laufer (1990) points out, learners are likely to be confused about some of the words that they have learned, because the words share certain common features.
- 3) Lexicon organization: this concerns the way in which words and other lexical items are stored in the brain.
- 4) Fundamental vocabulary processes: language users apply these processes to gain access to their knowledge of vocabulary, both for understanding and for their own speaking and writing.

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- c. Metocognitive strategies for vocabulary use: employed by all language users to manage the ways they use their vocabulary knowledge in communication.

## B. Relevant Research

There are some related studies that had been done by some researchers that are related to the use of board word game strategy toward vocabulary comprehension.

1. A research was conducted by Nirmala Astuti Uska (2010) entitled is *“the effectiveness of using random card games to increase vocabulary mastery at the first year students of MTS desa kualu Kampar”*. The objective of this research was to find out the effectiveness of random card game to increase vocabulary. The design used in this research was an experimental research. This research operated two variables; used two groups experimental and control group. In collecting the data the writer used T-test formula. The researcher concluded that random cards game can make students vocabulary increased. While in this the writer focuses on the using board word game to increase the students' vocabulary mastery.
2. Hayatun Faizah (2015) conducted a research entitled *“The Effect of Using Board Game on Students' Reading Comprehension at Islamic Centre Al-Hidayah Islamic Junior High School Kampar Regency”*. As matter of fact, the methods of collecting data used in this research were test and observation. After analyzing the data,

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she found that the use of Board Game could help the students learn about the new words. It also motivated the students to learn English more easily.

In conclusion, the first relevant research above told about using random card games to increase vocabulary mastery at the first year students of MTS desa Kualu Kampar. The second relevant research above told about using Using Board Game on Students' Reading Comprehension at Islamic Centre Al-Hidayah Islamic Junior High School Kampar Regency. This research told about using board word games on students' vocabulary comprehension at State Junior High School 02 Bangkinang.

### C. Operational Concept

The operational concept is the concept used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. In addition, Syafi'i (2004:103) stated that the variables inquired should be transparently and functionally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by researcher. In this research, there were two variables; independent variable (X) and dependent variable (Y). Variable X is the effect of using board word games. Variable Y is the vocabulary comprehension. The indicators of variable X or Independent variable (the effect of using board word game):



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1. The teacher determines the category of the words that will play.  
For example: clothes.
2. Teacher gives them interesting words and pictures that are appropriate with topic and explains the rules.
3. Teacher asks students to identify the words what they see in the box.
4. Teacher asks students to throws the die. If the students get number 5, the students must look at the words in box 5, chooses one and then, the students write it down under the appropriate drawing. At the same time the students cross out the word from the list.
5. Teacher asks students to continue the same game, if the students cannot play the game or the students do not know it, the game moves to his/her partner.

According to Penny Ur (1991: 60), to know the students' vocabulary comprehension, the researcher determines some indicators for vocabulary comprehension as follows:

- a. The students are able to spell the words correctly in English.
- b. The students are able to use correct words grammatically.
- c. The students are able to mention the correct meaning of words.
- d. The students are able to find the synonym or antonym of the words.
- e. The students are able to find the word formation of words (noun, verb, adverb and adjective).

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## D. Assumption and Hypothesis

### 1. Assumption

The assumption of this research is the better using board word games, the better students' vocabulary comprehension at State Junior High School 02 Bangkinang will be.

### 2. Hypothesis

a.  $H_0$ (hypothesis null)

There is no any significant effect of using Board Word Games on students' vocabulary comprehension at State Junior High School 02Bangkinang.

b.  $H_a$  ( Hypothesis alternatif)

There is significant effect of using Board Word Games on students' vocabulary comprehension at State Junior High School 02 Bangkinang.