CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is the review of related literature. It discusses several aspects, such as games in language teaching and learning, kinds of game, “who am I” game in English teaching, young learner, and teaching vocabulary to young learners.

2.1 Game in Language Teaching and Learning

Teaching and learning are the main role in education process. In teaching process, the teacher has important roles to guide the students to learn materials. The teacher must be creative to have many strategies to make the students not lose their interest in learning. One of the strategies is playing games.

A game is a tool that can improve the students’ mood. A game is a natural means for children to comprehend their surroundings, according to Klimova (2014). Some games can be played inside the room and some games can be played outside the room. Paul (2003), in Halimi (2010), states that playing games help development of students in learning naturally. They can learn a lot of thing through playing games. The games will increase the students’ solidarity or compactness each other and decrease their individualism because they will cooperate and compete each other to be the winner in the game.

Games as a media in teaching and learning make the students more easily comprehend the materials because they will focus on the subject. Games provide one way of helping the learners to experience practicing the language rather than merely studying it. In addition, according to Ludewig and Swan (2007), a game is one of the solutions for students to learn especially English. With the game, the
students will gain more experience. According to Nunan (2005), learning by
doing is one of the success keys because the output or productivity is achieved
through the practice.

Using games in teaching and learning has many advantages. According to
Halimi (2010), the advantages of using games are the following:

1. Games help the teacher make materials that the language learning can be
   understandable.
2. Games help the teacher manage the group easily and raise the students’
   interest.
3. Games give an opportunity to do exercises and repetition in language skills.
4. By playing games, the students analyze, find, and socialize with others.
5. Games make the students play without their conscious that they learn the
   material creatively and use the language into the real communication.
6. Through games, the students learn in fun way and they compete each other
   without anxiety. They are a good activity in order to motivate the students.
7. Games make the students have healthy competitions and reduce their shyness
   in using the language.

Based on those advantages of using games, playing fun and interesting
games can promote and motivate students. The games can also attract them in
learning language. They encourage students to practice in the four language skills
and to help them create a relaxed environment in which students engage in the
real communication.
2.2 Kinds of Games

Playing games allows students to explore and become familiar with words and phrases. There are kinds of games that support to learn English. Hadfield (1998), groupifies language games into many categories as follow:

1. **Information gap games** are needed two or more players in each group. They do reciprocal to get information that they need to complete their task.

2. **Guessing games** are applied by figuring the clues out. They can be played in a small or a large group.

3. **Search games** involve all students in the group. Everyone has information that is needed to solve the task.

4. **Matching games** also involve the whole group. Each player has a card and they have to find their match.

5. **Matching-up games** are applied by involving all player in the group. One of them becomes the keeper and the others become the givers. The givers come and tell their material to each group. The keeper can give opinions about what the givers tell until they find an agreement.

6. **Exchanging games and collecting games** can be played by two or more groups. They barter cards or articles until they get their satisfied result.

7. **Combining activities** are those that the players do a role based on the certain article in order to arrange themselves to be a complete family.

8. **Arangging games** are games where the players arrange cards, sentences, articles in a spesific order.
9. *Board games* and card games use board or cards to be the aim for example scramble.

10. *Puzzle solving activities* involve the players to give and combine information by asking each other in order to complete the task.

11. *Role play games* need a script story and each player act the role that have been determined.

As mentioned above, those kind of games can be used at all stages of the progression. They can play the games together in a small group even a big group. They will cooperate and compete with their groups to achieve the goal and be the winner. They have a chance to use language freely as real communication. Therefore, they can learn language through playing games.

2.3 “Who am I” Game in English Teaching

“Who am I” game is one example of guessing games. This game can be applied in teaching English because this game helps them to enrich the students’ vocabulary. Long, Grout and Taylor (1974) state that “who am I” game can extend information and comprehension. In addition, Bimantara (2012) who applied this game and stated that “who am I” game was easy to apply and the game could help the students to increase their participation and could help them think creatively. Based on his result of students’ task, it was showed dominantly that the elements of vocabulary and grammar in students’ speaking performance became better.

It is also easy to find the equipment to play the “who am I” game. The equipment that needed to play this game are headbands or tape, paper and pens.
The rule is *each person tries to figure out the clues that depends on the theme which has been decided together, such as occupations, heroes, fruits, famous people or many others. After the theme is determined, the players are only asking “Yes” or “No” questions to gain clues about the name that is on the players’ forehead.*

There are Ludewig and Swan (2007) list procedures of playing “who am I” game, such as:

1. First, the theme must be decide together and make the clues. The clues can represent real people you know, celebrities, animated charaters or cartoons, storybook characters, animals, fruits and so on.
2. Second, all players pick one clue but they cannot peek it.
3. Third, every guesser uses a headband on their forehead and stick their clues on their headband.
4. Forth, every guesser asks yes or no questions to the other player in order to reveal what her or his clue.

The following is an example of questions that might ask for the category fruit:

A: Am I alive?
B: Yes
A: Can I be eaten?
B: Yes
A: Is my color red?
B: No
A: Is my color yellow?
B: Yes
A: Am I an lemon?
B: No
A: Am I an orange?
B: Yes

During the guesser is trying to reveal the identity, the other guesser cannot help anything to the guesser until the identity is successfully revealed. After the guesser reveals his or her identity, he or she switches with other guessers. The more they reveal many identities or clues correctly, they will be the winner.

2.4 Teaching Vocabulary to Young Learners

Scott and Ytreberg (1990) divided younger learners into two groups. The five years olds to seven year olds and eight year olds to ten year olds. The five to seven year olds are called as young learner on the begginer stage at level one. The eight to ten year olds are called as young learners on begginer stages also but at level two because they may have been learning the foreign language some time. Furthermore, According to Nunan (2011), young learners are 3 until 15 year old. However, In indonesia, that can be determined that the elementary school students are belonging as young learners.

Halimi (2010) states that young learners is different from adult learners. They have different necessities, desires, and skills. They have limited knowledge about world. Children are very curious therefore they like exploring about the world around them. They enjoy fantasy, imagination, and movement.
Teaching young learners is challenging compared with teaching teenagers or adults because young learners get distracted very fast. The young learners in their ages still like doing something fun and the young leaner teachers need to be considered their particular emotional, social, and physical needs. The teacher must be creative to create materials and strategies that can make them enjoy and happy in order to they will not be conscious that they are studying.

In language learning, teaching vocabulary is very important to be learned by the learners, especially for the young learners. Thornbury (2002) states that without learning vocabulary they cannot learn grammar. Teachers need to teach vocabulary so that the words are learned in a memorable way, in order for them to stick in the long-term memory of the student. The teachers need to prepare good techniques and suitable material in order to gain the target of language teaching. There are a lot of ways to introduce English to the young learners. Playing games can be one of strategies that can improve students’ interest. As we all know that children like play, so by using games as the teaching method when teaching vocabulary to young learners, the students will be more interested to learn English. They study language learning instead of merely playing the game.