CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definitions of several key terms, such as learning vocabulary, teaching vocabulary, game in teaching vocabulary, board games, and “What You Might Find” board game.

2.1 Learning Vocabulary

Rahayu & Riska (2018) stated that there are four skills that must be mastered by English students; writing, reading, listening, and speaking. These four skills will be easily mastered if the students have a lot vocabulary. Knowledge of words and the meaning of words are definitions of vocabulary (Diamond & Guthlon, 2006). It is the key element that has to be learned by English students. Learning vocabulary is very helpful for the students in order to make them communicating well. Students are required to master vocabulary in order to make them achieve a successful communication. It is necessary for English teachers to make the students having good time in teaching learning process. Teachers have to make fun atmosphere in the class especially in vocabulary class.

2.2 Teaching Vocabulary

Akdogan (2017) stated that teaching vocabulary is one of the most important parts of English language classes because through vocabulary learners will be able to understand and express language. The teachers focus on teaching vocabulary is to make the understanding of the texts that will be read by students become easier to understand. If students do not know the meaning of the vocabulary, they will lose
their understanding while reading, students will doubt their understanding. Understanding or knowing the meaning of the vocabulary must be done in the first stage before entering the reading stage, because the purpose of teaching vocabulary is to facilitate the students in understanding of a text that the students will be assigned to read (Pikulski & Templeton, 2004). Nation (2008) stated that deliberately teaching vocabulary is a way that the effect is not too efficient in developing students’ vocabulary knowledge, but it is an important part of the balance of vocabulary programs. In order to make the students get actively involved, English teachers need a media that can make them feel at ease in the teaching and learning process. One of the media that can be used that can be used in teaching vocabulary is game.

2.3 Teaching Media

Soewarno, Hasmiana & Faiza (2016) stated that teaching media is infrastructure tools or objects that are used to support or facilitate conveying subject matter in teaching and learning process to achieve the learning objectives. In teaching vocabulary, it is necessary to use a media to make a fun atmosphere in the learning process. Media which is fun for the students will help them a lot in teaching and learning process. The teachers should use the appropriate media to help in teaching learning process. The effective way to make students more active in the learning process in the classroom is through games (Jayanti & Murdibjono, 2012). Rahayu & Riska (2018) stated that the use of teaching media in the form of game as media is very important to improve students’ English language skills.
2.4 Game in Teaching Vocabulary

In teaching and learning vocabulary teachers and students continuously face the challenges; this is because vocabulary learning has a minimum focus limit in the English class. This was understood and realized by most institutions and then they used the game as a method of teaching vocabulary. According to them, the game can easily make students engage with other students in playing. Therefore with the implementation of this technique can help develop interpersonal skills and vocabulary abilities of students. They are encouraged to be confident in speaking the target language. An effective way to improve student learning skills is to make them pay attention to pictures and actions. Besides allowing developing students' vocabulary, they will also enjoy the games used, activities from the game and the material. (Akdogan, 2017).

A game is a technical procedure that involves players in a conflict that has been designed and with rules that have been determined in order to produce measurable results (Salen & Zimmermen, 2003). Picken & Platt (2014) stated that games are a set of provisions and mechanics that are designed to be a set of elements such as dice, paper, boards and graphics that have topics or themes that also presents a broader context of work in the minds of players. Game is one of teaching media that can be implemented in learning vocabulary. Game is used to assist young learners during their language learning (Bakhsh, 2016). According to Jayanti & Murdibjono (2012), game can be used in teaching learning process and will make students more active in the class. One of the games that can be implemented is board
game. Board game is an effective tool to use, because it can be played in groups. This makes students able to express their thoughts with their friends in fun way.

2.5 Board Games

According to Tirtouotomo (2015), board games are games that use rules and components such as pawn or dice that can be played on a board. Board game will make the players to be creative in playing the game. Because of that reason, board games are competitive game. Surely, board games can be used as a teaching media in teaching vocabulary.

According to Tirtouotomo (2015), board games are categorized into seven:

1. Strategy Board Games

It is a kind of board games that require the skills and logic thinking to win the game. The players need to use their strategy and skills to win the games. The example of this kind of board games is chess, where players have to think about the next step to take. According to Chiong, Artawan & Wahyudi (cited in Bell, 2008) the meaning of the term strategy board game is a type of game that uses thoughts and strategies and the ability of the players as a way to win the game.

2. German Style Board Games

Game that push the players to process their resources, strategize, and usually there is no player elimination. This type of board games has simple rules, and invites players to cultivate strategies. The example of this type of board games is Agricola. Weitzel (2015) stated that another name for German-style board game is Eurogame. This game is included in the tablet game class, which is generally designed with simple rules. This game has a short playing time to moderate, and there are
interactions between indirect players and abstract physical components, this game emphasize strategy, minimizes luck and conflict. German-style board games also have a more economical theme for the military.

3. Race Games

It is a game that the victory is determined from the race by moving the game pawn. Being the fastest player to finish the game or getting into the designated winning location is the main objective of this game. The example of this type of board games is Ludo. Alvi & Ahmed (2011) stated that race game is one of the many types of board games that have the goal of becoming the first player to get a position on the linear line and win a predetermined location. In general this game uses a sequence of dice.

4. Roll and Move Games

According to Chiong, Artawan, & Wahyudi (cited in Bell, 2008) roll and move board games are board games that requires luck to win because the games use dice to determine the number of steps and the positions of players to move. An example of this a type of games is Monopoly.

5. Trivia Games

According to Tirtoutomo (2015) the games that make the players to use their knowledge. The players who are able to give the right answers will win the game. The example of the game is Trivial Pursuit. Nicholson (2011) stated that educational model games that put forward traditional pedagogical tools such as quizzes. Frequently asked questions consist of short or multiple answers, then after that the player sits quietly. Players have to answer the correct answer. this game is
the right choice if the goal is to allow player to demonstrate previously gained knowledge. This trivia game can be developed to get interesting and different experiences in class.

6. Word Games

It is a game that trains intelligence and brain speed in processing words. An example of the game is Scrabble. Masri and Najar (2014) stated that to teach vocabulary, games that can be used is "word game", this game can be done by students in a long time. Word selection criteria must be done very carefully because not all words can be taught using this "word game". The words that have to be chosen are words that contain key concepts, having high utility, and in harmony with the content to be taught, and having meaning in the lives of students the choice of words must be considered well.

7. War Games

Tirtoutomo (2015) stated that the games form is like battlefield. It needs strategy to play the games. The example of the games is The Lord of The Rings. Rubel (2006) stated that war games are significant and different games that have been used as tools by military for centuries to help them solve common war problems and basic operations of the future. Goztepe (2014) claimed that "war games" are used by almost all soldiers for decision making or education.

2.5.1 Advantage and Disadvantage of Board Game

According to Chang (2016) teachers are often and always looking for ways to make teaching and learning situations interesting and fun in learning English. The teacher also wants to increase the motivation of students who are low in
learning English. Then edutainment is considered to be the most influential thing in solving the problem above. Therefore, the game becomes a tool that is always combined with the subject matter. According to the English teachers the board games are very appropriate choice to make students interested in learning. The board games have advantages and disadvantages;

There are two advantages of board game:

1. Make the learning process joyful

   According to Chang (2016) board games applied by the teacher in learning English is encouraging, board games can make boring lessons become more exciting. Yusof et al. (2016) stated that most students claim that they really enjoy playing games. Board games become tool used by teachers in terms of teaching and learning to gain experience and share understanding with students. Gozcu & Caganaga (2016) stated that in his research on board games it was found that board games are tools or instruments that are very important in the process of linguistic teaching and learning. Board games can produce a relaxed atmosphere and environment for students, especially if the teacher's goal is to learn while having fun.

2. Students can cooperate and coordinate with their peers.

   A previous study Puspitasari & Hidayati (2017) concluded that the use of board games that they applied at the time of research was able to make students become active and cooperative or sportive, answer questions, discuss in groups, look for answers, be responsible and dare to make decisions. It enters very good criteria with an average yield (91.98%). In other words, the game board successfully
stimulates cooperative nature and student coordination in learning activities not only individually but also with their peers as teamwork.

There are three disadvantages of board game:

1. Increase the workload onto English teachers.

   According to Chang (2016) to start teaching with board game design can increase the workload of the English teachers. This is a problem related to game board design; because teachers have to able integrate game and learning content. Increasing the workload of teachers because of game also happened in the previous study. Groff, Howells and Cranmer (2010) stated that the teacher feels difficulties and objections to completing other obligations that have become her responsibility. Then, the teacher had never applied the game before in her class she was teaching so it made it difficult. The step taken by the teacher was to move students to another teacher's room because the teacher has difficulty organizing students. Teacher also has to sacrifice some of their class activities, such as sacrificing visiting the library.

2. Classroom management is crucial during game play.

   The teachers make the classroom atmosphere fun while the classroom atmosphere was chaotic. This is what the teacher must consider as an additional mission if teaching using a game board. According to Groff, Howells and Cranmer (2010) the teachers are very happy in assessing groups of students but agree that they must organize students very well, so the game runs and can control the group through their assignments. Firstly, the teachers did not think too much about managing the class well. After that the teachers also states that identifying the
organization is the most difficult point, but as the result students understand what they have to do and the teachers just observes what students do.

3. The number of students

Then the number of students in a class might affect the possibility of game play. If the number of students is either too large or too small, it might be challenging for English teachers to process the board game. According to Afiffah (2017) the number of students in the class also affects the effectiveness of the class in processing learning. The implementation of teaching and learning can be effective if a class consists of between 30 and 40 students. The appropriate amount and not exceeding capacity of students in the class can create the desired class atmosphere. Too many students in the class for instance more than 40 people in one class will make difficult situation for students. Another difficulty is student will hard to interact with their friends and to the teachers.

2.6 “What You Might Find” Board Game

“What You Might Find” board game is the game that provides students qith the opportunity to learn the meaning of modal auxiliary “might” and challenges the students to think creatively about possibilities of what might be in the various locations in the game (Bureau of Educational and Cultural Affairs United States Department, 2013). This game is the combination between Race Games and Word Games. It can be played by 3 to 4 students in each group. It is an entertaining simple game.
2.6.1 The Procedure of using “What You Might Find” Board Game

The way to play this game is as follow:

1. Have students (the players) sit in groups of 3-4.

2. Determine who goes first and progress clockwise or counter-clockwise.

3. Each players rolls the dice in turn.

4. On their turns, the players move their game pieces along the path according to the number of the dice.

5. When players land on a space, they read the phrase.

6. The players then say three things that they might find in that place.

7. No player is allowed to repeat something that has already been said.

8. The game continues until one or all players reach the ‘Finish’ space.
2.6.2 “What You Might Find” Board Game Display

![Board Game Display](image)

This is the display of “What You Might Find” board game. This game is played using pawns and dice. There are twenty spaces on the board. Every space contains different names of places. The players are asked to name things they can find in the place that their pawns landed. The game is finished until the players reach the “finish” space.