CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter consists of the theory that would be explained as follows. First was about the review of related literature which consists of previous study. The second was about review of related literature which consists of teaching vocabulary (definition of vocabulary, kind of vocabulary, the importance of learning vocabulary, teaching vocabulary, the technique of teaching vocabulary). The next was about spinner (definition of spinner and teaching vocabulary by using spinner) and theoretical framework.

2.1 Previous Study

In this research, the writer found some previous researches related to the researcher. The first isa research by Ludeña (2009), entitled Using Games to Improve Vocabulary Learning in The English Language with Students of Seventh Year of Basic Education at Carlos Burneo Arias School Academic Period 2013-2014. The aim of this study was to improve the vocabulary of learning with children of junior high school by using games. The writer uses some games to improve students' vocabulary. She applied two specific games, there are *Can you remember?* and *Snakes and Leader*s helped students to improve their thinking skills, words association and word recognition abilities as well as to learn new words in a fun way. She used test and the result of the test was games provided a significant contribution in improving the vocabulary learning in the students of seventh grade of Basic Education.

The second is the next is a research by Alemi (2010), entitled Educational Games as a Vehicle to Teaching Vocabulary. The aim of the study was attempted to investigate the role of using word games in expanding the learner's vocabulary. The independent t-test between the two post-tests showed considerable difference. The t-value (8.946)

obtained was above t-critical (2.000). The result of this study was the uses of word games have positive effect on vocabulary development of third-grade junior high school students.

The next is an article by Horn, Weintrop, Beheshti, & Olson (2011), entitled Spinners, Dice, and Pawns: Using Board Games to Prepare for Agent-Based Modelling Activities. This study was computational models for learning science and computer science. The aim of this study was presented a brief argument for the use of designed board games to introduce learners to agent-based modelling activities. This study proposed well-established conceptual and social resources of board game play. The research is still in progress. So far this research can be social resources of board games that appropriated in teaching.

The next is a research by Purnata (2013), entitled Teaching Vocabulary By Using Guessing Game to The Seventh Grade Students of SMP N 4 Pupuanin Academic Year 2012/2013. This study was classroom action research. The aim of this study was to improve the students vocabulary mastery of seventh grade students by using guessing game. The improvement of students in learning vocabulary can be seen by comparing the students' scores of pre-test, post-test in every cycle and questionnaire. The grand mean calculated of IR, X1, and X2 consecutively 46.6, 62.3, and 81.1 showed guessing game could significantly improve vocabulary mastery of the students.

This research had some differences with the previous researches. The previous researches, games are used in teaching and learning for several subjects. It has been used in some fields such as science, health, medicine and others. So, in this research, the writer was used spinner in teaching and learning English. In the previous researches, there are some games that used by some researchers such as Guessing Game, using Board Games, and educational games as a vehicle in teaching vocabulary. However, in this research, the writer used spinner as a game in teaching and learning English to improve students' vocabulary mastery.

2.2 Review of Related Literature

2.2.1 Teaching Vocabulary

1. Definition of vocabulary

In learning a foreign languange, vocabulary plays an important role. It is one of the element that links the four skills of speaking, listening, reading and writing all together (Pourgharib & Rohani, 2013). Vocabulary, one of the knowledge areas in languange, plays a great role for learners in acquiring a language (Alqahtani, 2015). It indicates vocabulary has important role in English.

Words are the primary building blocks of effective communication. Although gestures and facial expressions work well in face-to-face communication, words carry the weight of meaning when people are removed from each other in distance and time. So, vocabulary determinable whether the effective of communication or not.

Vocabulary can be defined as words that we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".(Alqahtani, 2015)said that vocabulary as "the total number of words in a language; vocabulary is a list of words with their meaning". Vocabulary is the words we teach in the foreign language. However, a new item of vocabulary more than just a single word; for example, post office. So, vocabulary is a list of words that have the meaning in a communication.

2. Kinds of vocabulary

Masykur (2013) relate vocabulary that dealing with the user of the language, which the writer summarizes as follows: a) General vocabulary means the words that use in the general. b)

Special vocabulary is the words that use in the certain field, job, or profession, for example economic, medicine and others.

Alqahtani, (2015)indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary iswordsthat learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb in Alqahtani, 2015). It means receptive vocabulary is the vocabulary that students recognize but cannot produce in speaking or writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and canpronounce correctly and use constructively in speaking and writing. It involveswhat is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb in Alqahtani, 2015). So productive vocabulary is the students can show up their ability by speaking or writing.

3. **The Importance of Learning Vocabulary**

Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades school(Bintz, 2011). In the early 20th century, Bintz (2011)stated that vocabulary is critically important because a word is an instrument for thinking about meanings which is expressed. It means vocabulary has important role which is thinking about the meaning in all content areas.

Alqahtani (2015) states that many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins in Alqahtani (2015), said that "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... Whole without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It indicates that vocabulary mastery is one of the most important components in learning a foreign language to convey what we say although the grammar is needed too.

As the explanation above, vocabulary is one of the most important components in learning English. There are some ways to increases new vocabulary when they exposed to new words through various language experiences, such as reading aloud, independent reading and oral discussions (Hanson & Padua, 2011).

4. Teaching Vocabulary

Learning vocabulary is fundamentally about learning definition of words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne &Blachowicz in Alqahtani, 2015). It is almost impossible to learn a language without words; even communicationbetween human beings is based on words. It indicates that teaching vocabulary of a languange is very important because words are the basic to do communication.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in orderto gain satisfying results. Theteacher should prepare and find out the appropriate techniques, which will be implemented to the students. It means the teacher should know how to teach vocabulary effectively.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to takeintoaccount that teaching English for young learners is different from adults. So, the teachers have to teach vocabulary in the best way in order to make the students easy to understand.

5. **The Technique in Teaching Vocabulary**

Commonly, there are some techniques in the teaching of vocabulary. Brewster, Ellis, and Girard in Alqahtani (2015) states there are some techniques of teaching vocabulary:

a. Using Object

Using this technique includes the use of visual aids, and demonstration. Objects can be used to show the meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards.

c. Using illustration and pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawing, stick figures and photographs. They can make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with opposite, for instance, the word"good" contrasted with the word "bad" . Verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Alqahtani, 2015).

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.

f. Mime, Expressions and Gestures

Alqahtani (2015) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. Many words can be introduced through mime, expressions and gesture. For example, adjective: "sad", "happy"; mime and taking a hat off your head to teach hat and so on.

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorisation process. Indeed, many second language teachers who use

gestures as a teaching strategy declare that they help learners in the process of memorising the second language lexicon.

g. Guessing from context

Guessing from context is a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Alqahtani, 2015). This technique encourages learners to take risk and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. So, the students given some unfamiliar word and they have to find the meaning.

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Alqahtani (2015), claimed that even though translation does not create a in some situations translation could be effective for teacher, such as when dealing with incidental vocabulary checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

Introducing English to children at an early age gives them the opportunity to awaken their early enthusiasm and curiosity about language. Introducing language learning at an early age can result in children's increased self-confidence, joy of learning and active participation in the larger society. Also,

using games can help students learn vocabulary. The use of games may support the learning of receptive vocabulary when the same vocabulary is taught without using games. Games are proven to be useful and effective in study that should be used for teaching vocabulary (Najar, 2014).

From the explanations above, the writer concludes that there are many techniques in teaching vocabulary. So, it based on the teacher to use the best technique for the students' to improve their vocabulary mastery.

2.2.2 Spinner

1. Definition of Spinner

Spinner is one of the popular kids toy in this era. Almost every children have the fidget spinner. Spinners are distraction devices that until now were reserved for those who have trouble focusing in school and in life (Lambert, 2017).

Spinner can be used as a vehicle for learning in a classroom. Spinners have different kinds in any situation. In this research, the spinner is a wheel board game that is used in learning process. There are many kinds of board games in teaching and learning process. The writer uses a wheel board game of spinner to improve students' vocabulary mastery.

In this research, the spinners are made from paper that give a hole in the middle and give pin clips. The spinners give some topics related to the material, for example people, profession, fruits, and others. One of the board spinner drawn into some parts, such as four or six parts, the give some topics on that board spinner. Then give a pin clip in the middle and switch the spinner until stop and choose one topic to discuss.

The spinner can be a learning tool for basic concepts like number, colors, or skills such as matching, sorting and

sequencing. There are accessory packages that can be purchased for golf, bowling, basketball, soccer and bingo which makes it a great tool for providing access to age-appropriate recreation activities. Kids can use it for activities such as story-telling or playing Simon Says (Albenet, n.d.).

From the definition above, we can conclude that spinner is one of the popular toys in this era start from kids until adolescent. It can be distraction devices that reserve for those who have trouble focusing something and it can be as vehicle for learning English.

2. **Teaching Vocabulary by Using Spinner**

Spinners become popular for kids toy in this era. So, in this research the writer will use spinner in teaching and learning English, especially to teach students' vocabulary.

There are some ways to use spinner in teaching and learning vocabularies. The writer will use spinner by her own to teach vocabulary. The writer will make some spinners related to the topic which discuss.

In this technique, first, the teacher had to divide the students with a fun easy group activity by giving direction that did a game. The teacher/ guider may spin the board of the students' vocabulary. The teacher can make a spinner by cutting out the activity wheel and glue it in a piece of foam board. The teacher can attach an envelope to the board so that can include vocabulary cards that reinforce the skills or content areas that you are teaching. The teacher can use a pushpin and a paper clip to create a spinner. The teacher can instruct students to take turns drawing a vocabulary card and spinning the spinner to learn and reinforce new words (Elmers, 2013).

2.3 Theoretical Framework

This theoretical framework is to give clear understanding about theories used as the basis of this study. The writer focuses on students' vocabulary mastery. Referring the previous research that gives positive effect to the students' vocabulary mastery, the writer uses one of the games to improve students' vocabulary mastery. The writer will use spinner as a game in teaching students' vocabulary mastery.

The positive result of the use of games in teaching vocabulary by (Alemi, 2010) impress me. Alemi (2010) implemented games as a vehicle to teaching vocabulary. She used word games have positive effect on vocabulary development of third-grade junior high school students. In additions, research conducted by (Najar, 2014) is investigate the effect of using word games on primary stage may support the learning of receptive when the same vocabulary is taught without using games.

In this research, the writer assumes that there is a significant difference between the students' vocabulary of seventh grade students of MTs Mambaul Ulum Mambak taught with and without using spinner in academic year 2017/2018.

Based on the statement above, the writer was defined that the use of spinner in teaching English of the students can help the students to improve their vocabulary. Spinner can be one of the enjoyable media in the teaching and learning process.

The picture of theoretical framework can be seen as follows:

```
                    ┌──────────────────────┐
                    │  Students' Vocabulary │
                    └──────────────────────┘
                       ↙              ↘

      Experimental group              Control group

        ┌──────────┐                  ┌──────────┐
        │ Pre-test │                  │ Pre-test │
        └──────────┘                  └──────────┘
             ↓                             ↓

        ┌───────────┐                 ┌──────────┐
        │ Treatment │                 │    -     │
        └───────────┘                 └──────────┘
              ↘                        ↙

                    ┌───────────┐
                    │ Post-test │
                    └───────────┘
                          ↓
                    ┌───────────┐
                    │  Result   │
                    └───────────┘
```