

CHAPTER II

REVIEW OF RELATED LITERATURE

There are two parts to discuss in this chapter. They are previous research and theoretical review. This chapter consists previous research which discuss about the previous researches that related with the theory, theoretical review which presents some theories and studies which are relevant with the topic, and construction framework which explains the concept of research with related the theory.

2.1 Previous Studies

Using media in teaching and learning process is an interesting topic for many researchers. Therefore, there was a number of studies that have been done in these field. Related to this research, the researcher chosed some references about previous studies which were close to the effectiveness of word chain through English song to improve the students' vocabulary mastery.

First, Gultom (2018:5) conducted research entitled "*The Effect of Using Word Chain Game on the Students' Vocabulary Mastery at Seventh Grade of MTs SKB 3 Menteri Bingkat in Academic Year 2017/2018*". She found the result that, the students' mean score of post test is higher than the students mean score of pre-test. The formula that used to analyze the data was t-table was. The result of t-test was higher than t- table. The researcher found that the mean of pre-test in experiment class was 73.75 and control class was 68.125. Mean of post-test in experiment class was 84.625 and

control class was 76. it was found that t observation was 2.73, whereas the t table was 1.994 for $\alpha = 0.05$. The observation was higher than t table (2.73 > 1.994), so H_a was accepted while H_o was rejected. It means that there was significant effect of using word chain game.

Second, Sitepu (2018:24) conducted a research entitled “*The Effect of Word Chain Game on Students Vocabulary Mastery of The Tenth Year Students Of SMK Swasta Abdi Negara Binjai*”. This research was to get empirical evidence about the effect of word chain game on Student’s Vocabulary Mastery and to identify the students’ achievement in learning vocabulary through word chain game. This research used quantitative method. The sample of this research was the first grade of SMK Swasta Abdi Negara Binjai at academic year 2018/2019. With the total number 25 students from each class. The research conducted experiment in two different classes with word chain game was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. Based on the computation, the difference average score between the experimental group and the control group was appeared. On the experimental group, the average score of the pretest was 52 and the posttest was 72.4. From those scores, the difference of the average score between the pretest and the posttest on the experimental group was 20.4. While, on the control group, the average score of the pretest was 53.2 and the posttest was 63.8. The result showed that teaching vocabularies by using word chain game was more effective than using conventional

method. Word Chain game has served a positive influence. So, it can be concluded that word chain game has positive effect to the first grade students of SMK Swasta Abdi Negara Binjai in teaching vocabulary.

Third, Yanti (2017:9) conducted a research entitled “ *The Implementation of Word Chain Game to Improve The Mastery of English Vocabulary*”. She designed this study to measure the implementation of Word Chain Game in improving the mastery of English Vocabulary. The population of the research is the ELT (English Language Teaching) students at second year of UIN AR-RANIRY. For the tests showed that the mean of post-test score (71,8) was higher than the mean of pre-test (63,8). The result of this research showed that experimental teaching helped the students to improve their mastery of English vocabulary because the students gave the positive respond, they felt enjoyable in learning English vocabulary by applying Word Chain Game, and they felt easily to recall their memories about the vocabulary they have known before.

Fourth, Izzah (2015:7) conducted a research entitled “ *The Use of Word Chain Game to Improve Students’ Vocabulary Mastery of The Eight Grade Students at SMPN 3 Kalibagor*”. This research aimed at improving students’ vocabulary mastery in eight grade (8A) students at SMPN 3 Kalibagor through Word Chain Game. This research was a classroom action research (CAR). The researcher used Kemmis and Mc Taggart design. The result of the study showed that the used of Words Chain Game could improve the students’ vocabulary mastery in the English teaching

learning process. The students were happier following the teaching learning process. The actively interacted each other and followed the teaching learning process enthusiastically.

Next, Firmansyah (2015:10) entitled "*Applying the 'Word Chain Game to Teach Descriptive Speaking to The Eight Grades in SMPN 26 Surabaya*". He wanted to find out the solution in teaching descriptive speaking in order to be success in teaching and learning process, making speaking activity in learning English process in the classroom is not dominated by the teacher. The result show that the experimental group, the mean score of the pretest is 52 and the post-test is 72.4 and for control class, the mean score of the pre-test is 45,2 and the post-test is 65. It means there is difference between experimental class and control class. The word chain game is applicable in speaking class where the material is descriptive text. The writer found that game does not require much preparation, does not need any instrument or media, and its rules are easy to understand. It encourages students to participate actively in the class, to speak the target language more, and makes the students enjoy the lesson.

The last, Delmayanti (2013:6) conducted a research entitled "*Teaching Vocabulary to Junior High School Students Through Snake-Word Game*". She wanted to find out the good way in teaching vocabulary in order to be success in teaching and learning process, making the students enjoy in studying English, and also the teacher can appropriate methods and strategies to interact with the students in the classroom. The result of the study showed that snake word game has some advantages for

the students and also the teacher. The first one is motivating and challenging. The second one is encourages students to interact and communicate with the oher students. The third one is Snake Word Game is simple game and easy to used. The last one is to create a meaningful context fo language use.

This research had the similarity with those previous researches. The similarity were about the learning strategy that used in the research. All of the previous research used Word Chain Game as the learning strategy. It meant Word Chain is one of solutions to solve the problem of vocabulary. The differences of this research with those previous researches were the researcher combined Word Chain Game with English song to make the students more enjoy to study vocabulary, the location and the participants in this research were also different from the previous research.

2.2 Theoretical Review

In this part, there were some theories which support this research with some relevant theories related to the topic from many sources

2.2.1 Vocabulary

a. The definition of vocabulary

Vocabulary Knowledge has an important role in language skill. Because this research is related with vocabulary, it is very important to know what is the meaning of vocabulary. In Oxford Advanced Learners' Dictionary (1995:1331), vocabulary is defined as "all the words that a person knows or

uses, or a list of words with their meanings, especially in a book for learning a foreign language”.

Alqahtani (2015:21) said that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

Based on Alqahtani (2015:25) vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (2007) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers'

meaning. That is the reason why it is important to learn vocabulary.

b. The Importance of Vocabulary

Abbas (2014:45) states that vocabulary plays a very important role in developing the four language skills: listening, speaking, reading, and writing. The more vocabularies the students have the easier they develop the language skills. In addition, for those who are learning English as a foreign language, vocabulary is needed. As Richard and Renandya (2003:255) state that, “without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television.” So, by enlarging the vocabulary, the students can develop the language skills easily.

Moreover, vocabulary is also important in comprehension, as Altman in Gass and Selinker (2001:373) show in her overview of sentence comprehension. Lexical information is clearly used in helping to determine syntactic relationships. Furthermore, Gass and Selinker (2001:374) state that, “the lexicon is also important in reading, but in the vast bulk of the world’s orthographies the writing system obviates

the need for the reader to segment the text into words”. In accordance with the statements above, it can be concluded that, there are some important of vocabulary. It is important to build up the language skills and to get the sentence comprehension.

c. Kind of Vocabulary

Mukoroli (2011:12) stated that there are different types of vocabularies. The first is reading vocabulary. This refers to all the words an individual can recognize when reading a text. The second is listening vocabulary, it refers to all the words an individual can recognize when listening to speech. The third is writing vocabulary, this includes all the word an individual can employ in writing. The last is speaking and vocabulary, this refers to all the words an individual can use in speech.

In one line with Mukoroli’s study in Alqahtani (2015:24) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a) Receptive Vocabulary

Receptive Vocabulary is words that learners recognize and understand when they are used in context. But which they can not produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Suard Webb in Alqahtani,2015)

b) Productive Vocabulary

Productive Vocabulary is the words that the learners

understand and can pronounce correctly and use constructively in speaking and writing. It involves what 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 (Stuard Webb in Alqahtani,2015) One important dimension of vocabulary knowledge is receptive vs. Productive vocabulary knowledge. Receptive vocabulary knowledge refers to ability to understand a word when it is heard or seen while productive is the knowledge to produce a word when one writes or speak Kamal & Faraj (2015: 34)

c) The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because the limited vocabulary in a a second language impedes successful communication Alqahtani (2015). It means if students do not have sufficient vocabulary knowledge they will find difficulty to communicate with others.

2.2.2 Word Chain Game

a. The Definition of Word Chain

Word Chain Game is one of the games used in teaching language learning for English as a Second Language (ESL) or English as a Foreign Language (EFL). A Word Chain is a

simple word game. The object is to change one word to another through the smallest possible number of steps. At each step a player may perform one of four specific action upon the word in play-either add a letter, remove a letter or change a letter without switching the order of the letters in play, or creat an anagram of the current word. The trick is that each new step must create a valid, English-language word.

Abbas (2014:46) states that word chain is a kind of game purposing to improve the players' ability in mastering vocabulary or words. Furthermore, Hemscott (2007:4) states that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling". As Decure (1993:31) states that Word Chain is a game in which the end of one word is the beginning of the next one. In addition, Vetter (2006:4) states that, Word Chain is a list of words where each word differs from its neighbor by exactly one letter.

Lase (2018:35) states that Word Chain Game is a word game in which players come up with words that begin with the letter or letters that the previous word ended with. A category of words is usually chosen, there is time limit such as five seconds, and words may not be repeated in the same game. An example chain for noun would be : book, knife, eraser, ruler, etc. Word Chain is a kinds of game purposing to improve the player's ability in mastering vocabulary of words (Carroll.

2007: 4). Furthermore, Hemscott (2007:4) state that, “it is also an aid to spelling, playing word games help create an interest in words and their spelling”. In addition, Word Chain is a list of words where each word differs from its neighbor by exactly one letter (Vetter. 2006: 4).

In playing Word Chain Game, the researcher will give the topic before playing the game. Then, the participants are able to use the last letter of previous word to create a new word. In this game, the player must write a word that begins with the last letter of the previous word. In this study the researcher use three types as in the following example:

Table 2.1
List of playing word chain game

<u>Colors</u>	<u>Shapes</u>	<u>Characters</u>
Grey <u>y</u>	Plus <u>s</u>	Smart <u>t</u>
Yellow <u>w</u>	Star <u>r</u>	Talented <u>d</u>
White <u>e</u>	Rectangle <u>e</u>	Dumb <u>b</u>
Emerald <u>d</u>	Ellipse <u>e</u>	Bright <u>t</u>

(Lase, 2018:35)

b. The Purpose of Word Chain Game

Jannah (2011:55) stated that using game in teaching language has many purposes as follows:

- a) Physical activity: to release physical and nervous tension

and to promote mental alertness by breaking the routine of drills.

b) **Enjoyment:** to create a climate of fun and interest that will help the students look forward to their English lessons. And games learned in class are also something they can do outside of class to have fun.

c) **Language learning:** to serve as an adjunct to the techniques of teaching of grammar and sound system of the new language. Game can be experience that gives meaning to form and sound.

Many purposes of using game that had explained . It can be argued that for using words chain game is an alternative to help students have fun in learning vocabulary. The students will feel enjoy to learn vocabulary. The purpose or playing this game is to increase and develop the students' vocabulary knowledge.

c. The Steps of Playing Word Chain Game

According to Rini (2008:87), the steps of Word Chain game as follow:

- a) Determine the category of the word you will play. For example: Fruit.
- b) Point out one player to say one word about fruit. For example: Banana.

- c) The next player should say the name of other fruit which begin with the last letter of the previous word. For example: Avocado.
- d) Then, the third player said Orange and so on.
- e) The player that could not answer should out of the game.

In addition, Rini (2008:87) illustrates some other steps to play word chain game. Rini will use Animal category to give some illustrates the steps, but in this study the researcher will use three categories to play Word Chain game. Such as, colors, shapes, and characters. The steps as follow:

- 1) The students are divided into several groups. The division of groups should be fair. Such as there are 30 students so the teacher will make five groups, where in a group there are 6 students.
- 2) Choose the word category, for example: Color.
- 3) First player can use the word Grey, and then he/she asks one of the other players to say the other name of color which begin with the last letter of the previous word.
- 4) “Y” as the last letter of word “Yellow” will be the first letter of the next name of color. The next player may be say the word “White”. Then, he/she asks the other players to say the other color name, where the initial name of the color is “E”. “E” is the last letter of the word “White”.

5) The player will be out of the game if she/he cannot give the right answer. And the game will continue with the new category, Such as Shapes, Characters, etc. The words chain will be like the following example:

First player : Grey

Second player : Yellow

Third player : White

Fourth player : Emerald

Fifth player : Denim

Sixth player : Magenta

Seventh player : Aqua, etc.

Referring to the theories above, it can be concluded that the Word Chain game is the game that is played by using the last letter of the previous word to create a new word. The next player should mention one word that begins with last letter of the previous word. It should base on the topic or theme.

d. The Advantages and Disadvantage of Word Chain game

There are some experts' statement dealing with the advantages of word chain game. Carroll states that word chain is a kind of game purposing to improve the players' ability in mastering vocabulary or words. According to Abbas (2014:44) that said states that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling.

Based on the experts' statement above, it can be concluded that there are many advantages of word chain game. The advantages of word chain game are to allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun. And also the benefit of word chain game is to improve the players' ability in mastering vocabulary or words.

The disadvantages of Word Chain Game are this game needs high concentrate, focus, and understanding of the test. There are many clues to help the students while doing the chain word. So, if the students have low understanding in doing this chain word, they can't do this chain word well. There will be many blanks in chain word. Thus, the students can't improve their vocabulary.

2.2.3 English Song

a. Definition of Song

Faliyanti (2010:78) states that song is a short musical work set to a poetic text, with equal importance given to the music and the words. It may be written for one or several voices and generally performed with instrumental accompaniment. Faliyanti (2010:78) also adds that song is short composition usually for one voice

based on lyric or poem. The lyric and the text are very various. They can be simple song or long song; can be in the form of sentences or just a word, even syllable and they usually combine with the music. While Griffie (1995) in Septiani (2010) say that the word song refers to pieces of the music that have words. Based on that explanation, it can be conclude that song is combining between words to other word to be short piece. According to Merriam Webster, song is a melody for a lyric poem or ballad. Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

Song, based on the oxford dictionary, is a little part of music. In addition Griffie states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarity. In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something,

providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

b. Using English Song in Teaching Vocabulary

Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable. According to Nambiar (1980:80), “songs introduce an atmosphere of fun, and informality in the classroom that is a far more conducive environment for language learning than a strictly regimented atmosphere. When the atmosphere of class is fresh, it wills a guarantee that the students feel fresh in learning vocabulary”. According to Oestojic (1987:50), “while listening to songs, students can experiment with foreign word, expression and in atmosphere of trust and relaxation; the students are ready to enjoy a new and precious experience. While listening to the songs, students are influenced to respond what the song tells about”. It means that songs can encourage one to have motivation to learn vocabulary. In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. By using songs, teacher can apply their own ways to improve students’ creativity.

2.3 Theoretical Framework

In this research, the researcher assumed that there was significant difference in the students' vocabulary mastery taught English Song using Word Chain of Eleventh Grade Students of MA Roudlotul Mubtadiin Balekambang in academic year 2019/2020.

Based on the statement above, the researcher investigated about the effectiveness of Word Chain through English song to improve the students' vocabulary mastery. The theoretical framework of this study can be illustrated in a following figure :

Figure 2.2 Theoretical Framework



