

CHAPTER II

LITERATURE REVIEW

A. Teaching Vocabulary

1. Definition of Teaching Vocabulary

Teaching vocabulary is an incremental process, and the teacher must focus not only on introducing new words but also on enhancing students' knowledge of previously presented words. According to Schmitt (2000) vocabulary can be acquired through explicit study or incidentally through exposure to words in context (p.145). An explicit approach is a traditional approach to vocabulary teaching that is focused on activities for the explicit learning of vocabulary and the incidentally learning approach happens through experience, through facing a new situation, and through doing things. Therefore, explicit and incidental approaches are both necessary ways for the teacher on teaching vocabulary.

2. Techniques of Teaching Vocabulary

Learning is remembering. The student does not only learn a lot of words but remembers the words themselves. At the most basic level, knowing a word involve knowing; its form and its meaning. Thornbuy (2002) stated the techniques and procedures which involve direct teacher intervention in the teaching of pre-selected items vocabulary, there are also available of knowing words involve knowing; its form and its meaning, as follow:

a. How to explain the meaning

An alternative way of conveying the meaning of a new word is simply to use words or other words. This is the principle behind dictionary definitions include:

- 1) Providing an example situation. A situational is a situation for teaching involves a scenario that contextualizes the target words. Nevertheless, reinforcing situational provides pictures, board drawings, or gestures makes it more intelligible, and more memorable.
- 2) Give several example sentences. By giving example sentences there is a cumulative effect of the sentences to make the students be able to hypothesize the meaning of the target word using the induction. The teacher gives vocabulary that the students do not know before through the sentences in any context or situation. Then, allow the students as many hearing and to venture the answer of meaning of what exactly that vocabulary on the sentences.
- 3) Giving synonyms, antonyms, and superordinate. A quick explanation of the meaning by using a synonym, antonym, or superordinate. A synonym is a word having the same or nearly the same meaning, the antonym is a word having the opposite meaning as another word, and superordinate is a word whose meaning includes a group of other words.

- 4) Giving a full definition. This way is to present layered definitions, those are segmented into several short statements, each one including the target word. This is similar to giving several example techniques as mentioned above.

b. How to highlight the form

The sound of words, as much as their meaning, determines the way they are stored in the mental lexicon. It means the spoken form of words is very important in terms of ensuring it is appropriately stored. There are essential ways of highlighting the spoken form of the word such as:

- 1) Listening drills, having established the meaning of a new word, the teacher can model it using listening drills. At its simplest, this technique means listening to a model, provided by the teacher, a tape, another student, and repeating what is heard.
- 2) Oral drills, a drill is any repetition technique of a short chunk of language. In this case, the teacher does repeats, to accustom the students to the phonological features of the word. There are a variety of different types of drills and the mumble drills are a variation on a repetition drill also known as the oral drill. The students imitate what the teacher says.

3) Board work, providing the students with a transcription of the word using the phonemic script is another way of highlighting the pronunciation visually. It means Features of the word's pronunciation can also be highlighted using the board.

B. Vocabulary Mastery

1. Definition of Vocabulary Mastery

As Meyer (2000) Learning vocabulary is a fluid process, and more sophisticated forms of speech can be added as students' word understandings develop. When the students have studied a foreign language, they may recall how basic their early sentences were and how limited they were (Willis, 2008, p.89). As Roit (2002) Vocabulary knowledge in young children directly affects their later success in learning to read with enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension. Moreover, when the students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice (Willis, 2008, p.80).

2. Components of Vocabulary Mastery

The brain first recognizes the sensory input from seeing, hearing, and visualizing in separate but interrelated regions. There are three components to improve brain efficiency and build vocabulary success they resonate, reinforce, and rehearse. This guiding principle is to keep students engaged and motivated through vocabulary instruction (Willis, 2008, p.82), the items are stated as follow:

a. Resonate

The students are aimed to experience success, mastery, and see themselves moving toward goals they want to achieve. The teacher strives to emphasize the value of specific vocabulary in whatever special interest areas students are motivated to learn about. Thus, the teacher needs to do survey students' interests and bring in suitable reading material. The purpose is to help students see vocabulary building practice as an intrinsically valuable, desired, achievable goal.

b. Reinforce

Vocabulary learning, like any desired knowledge-building behavior, must be reinforced in a rewarding manner to maintain motivation. For example, incorporate ongoing assessment and corrective feedback along with positive reinforcement.

c. Rehearse

Repetitive use of the learned vocabulary needs to be sustained for the knowledge to go from short-term or working memory to long-term memory storage, from where it can be readily accessed for future use. These rehearsals need to be sustained over time with consistent patterns of neuronal activation occurring repetitively, strengthening the networks that link the vocabulary in brain storage centers to the processing centers of higher cognition.

C. Board Race Game

1. Definition of Board Race Game

A board race game is one of the developments of the board game as a common game that can be played by using a board, table, or floor. A board race game is a fun way for students to practice their English while enjoying some competition (Kusumawati, 2017). Through games, students can learn vocabulary while playing. And then to ignite student enthusiasm, we thought to race the students and award them who can memorize more vocabulary through the Board Race game (Pratiwi & Nur, 2019). This fun game is a game that uses a system of competition between teams with each other, the steps are as follows based on (eslactive, 2018):

- a. For setup, give the class into two or more teams and have those teams line up facing the board. The students at the front should be a few meters away from the board. Give the students at the front board markers/chalk.
- b. Give the students a vocabulary topic/task involving a fixed number of words.
- c. When the teacher says go, the teams have to race to write that list of words on the board. Each student writes one word at a time, before passing the marker/chalk to the next student and going to the back of the line.
- d. The winning team is the one who correctly completes their list of words first. They receive a point for that round.

- e. Repeat with different vocabulary topics/tasks. The team with the most points at the end wins.

2. The Advantages of Using Game

a. The Game Involves Verbal Language

According to Brown (2001) not to be overlooked are the many engaging games and simulations, many of them involving verbal language, that present the students with stimulating problem-solving tasks that get them to use functional language to pursue the goals of the games. Carefully planned uses games of such games in the classroom (e.g., for practicing certain verbs, tenses, questions, and locatives) add some interest to a classroom (p.146).

b. Game is the Vehicle for Learning EFL

Play is regarded as both special and vital in early year education and broad terms, through play the students automatically matched what they needed to do with what chose to do (Bennett, 2001, p.32). It provides the ideal condition in which to learn and enhances the quality of learning. The students experience less frustration in play, which reduces discipline problems.

c. The Game Encourages to Recall Words EFL

According to Thornbuy (2002) games that draw attention to newly learned words often encourage recall through guessing and categorizing. The more often a word is successfully retrieved from

memory, the easier it becomes to recall it. The fun factor may help make words more memorable (p.102).

3. The Advantageous of Using Board Race Game

a. Board Race Game is Effective to Improve Students Enthusiasm in EFL Learning

In the board race game, the students will have many opportunities to practice their English. Furthermore, various topics can be used in board race games to make the students interested (Dwi, 2017).

b. Board Race Game is a Fun Game for Revising Vocabulary in EFL Learning

A board race game is a fun game that is used for revising vocabulary, whether it's words from the lesson you have just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active (Ikhwan, 2019).