

CHAPTER 2

LITERATURE REVIEW

This chapter discusses related and relevant research studies. It also includes a theoretical framework to help make this research more understandable.

2.1 Theoretical Framework

2.1.1 Vocabulary Overview

Vocabulary is a crucial aspect of language teaching and learning. According to Fard and Boroujeni (2013), it forms a significant part of the learning process. Regardless of their proficiency level, learners often face challenges in fully comprehending written texts or sentences due to unfamiliarity with certain words. This means that vocabulary is a significant component that will help people understand the parts of the written text because they do not know the meaning of all the words. Richards and Renandya (2002) stated, “Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”. According to Nation (2022), “Vocabulary is an important factor in reading, as readability studies show, but it is only one of a range of factors.” vocabulary influences four other language skills.

Students need to have a solid vocabulary to communicate effectively. According to Fitriani (2021), vocabulary is an essential component of language, and no language can exist without words because words serve as symbols or signals for ideas and for people to exchange ideas. The more words we know, the more thoughts we must have to explain them more effectively. Furthermore, vocabulary is also defined as a language component that can be studied as a whole so that it integrates with students' understanding. In addition, although a word is produced when talking to people, it still has audible and visible meanings, which we can absorb indirectly (Mujahidah, 2020).

The students need to learn five aspects of vocabulary. They are Meaning, Spelling, Pronunciation, Word Classes, and Word Use. Those aspects are from Lado, as cited in Mardianawati (2012:11), will be explained below:

1. Meaning

Understanding meaning is a crucial part of language learning, as it enables students to grasp how a word conveys meaning to its users. Teachers should emphasize that a single word can have multiple meanings depending on the context in which it is used. This understanding is essential for students, as it helps them interpret and use words appropriately in varying contexts, ensuring they fully comprehend the intended message.

2. Spelling

When students encounter a new word, it is important for them to learn its spelling. Spelling indicates the visual form of a word, and understanding it enables students to write the word correctly. Thus, mastering the spelling of a word is essential for accurate written communication.

3. Pronunciation

When learning vocabulary, students must also understand how a word is pronounced. Proper pronunciation helps students convey and interpret the intended meaning accurately. Mispronouncing a word can lead to difficulties in communication. According to Hornby (2006, p. 1164), pronunciation refers to how individuals articulate words in a language. While most words have a single pronunciation, some may have multiple variations. English pronunciation can be particularly challenging to learn because it often does not align with spelling. Therefore, mastering correct pronunciation is essential to avoid misunderstandings in spoken communication.

4. Word Classes

Word classes refer to the categories into which words are grouped. Hatch and Brown (1995: 218) explain that these classifications are based on their functional roles, commonly known as parts of speech. Students should practice using parts of speech proficiently, including nouns, verbs, adjectives, pronouns, prepositions, conjunctions, and interjections.

5. Word Use

Word use refers to the way a word, phrase, or concept is applied within a language. It often involves grammatical considerations and can be a topic of in-depth analysis (Mardianawati, 2012, p. 11).

Based on some of the definitions above, the researcher concluded that vocabulary is a list or set of essential elements for a particular language that has a meaning and may be used for communication.

2.1.2 Teaching Vocabulary

Given the complexity of vocabulary learning including aspects such as meaning, spoken and written forms, collocations, connotations, and grammatical patterns, it is crucial for teachers to introduce vocabulary gradually. They should begin with the most common, useful, and accessible words, revisiting more complex and less frequent vocabulary later. Repetition is key, as students need multiple exposures to a word or phrase to fully acquire it. To maintain engagement and address diverse learning styles, teachers should vary their activities. Moreover, teachers should emphasize that vocabulary learning is a gradual process, achieved through manageable steps over time. Encouraging students to explore additional information independently can further personalize their learning and address their individual needs (McCarten, 2007).

Vocabulary is one of the components of language. It is vital in language learning because vocabulary mastery will help students master all language abilities – speaking, listening, writing, and reading – making it easy for students to practice the structure. Teaching vocabulary is teachers' activity in teaching their students about English vocabulary. Teachers have an essential role in building children's vocabularies. So, in teaching vocabulary, teachers must have many bright and creative ideas to make students highly motivated, active, enjoyable, and interested in understanding the lesson. Therefore, teachers should be more attractive and innovative in the context to make students highly motivated, active, and enjoy, engage, and understand the lessons, especially in vocabulary mastery (Lelawati et al., 2018).

When teaching or learning vocabulary, certain principles are essential to consider. Cameron (2001) outlines several strategies to support children in learning vocabulary:

1. Teachers can demonstrate effective strategies and explicitly highlight their use. For instance, they can show students how to use visual clues from a picture to infer the meaning of a new word.
2. Teachers can focus on the sub-skills required for strategy use. For example, mastering alphabetical order and consistent practice is necessary to use a dictionary effectively.
3. Classroom activities can provide structured opportunities to practice strategies. For example, while reading a story, teachers can guide students to predict the meaning of unfamiliar words.
4. Students can rehearse strategies during lessons. For instance, they can create lists of words they want to learn, explore ways to study those lists, and work in pairs to test each other.
5. Teachers can help young learners evaluate their progress by reviewing their achievements. For example, at the end of a lesson, students can discuss how many new words they have learned and identify the words they still need to practice further.

The researcher concluded that teachers have a crucial part in helping kids expand their vocabulary. Teachers should therefore seek to be more engaging and creative to create an environment where students are highly driven, engaged, and grasp the lessons—particularly when it comes to mastering vocabulary.

2.1.3 Games in Teaching Vocabulary

In some cases, teachers have also widely applied games to teach vocabulary. An example is Hazar (2020) conducted a study in a public primary school in Turkey to explore how teachers used games to enhance students' English vocabulary. Similarly, Shabaneh et al. (2019) investigated the use of games in teaching vocabulary at Darussalam School in Hebron, Palestine. Research has consistently shown that incorporating games into vocabulary instruction helps teachers capture students' attention and create a more enjoyable learning environment. Additionally,

playing is a natural way for children to learn, enabling them to explore new ideas and concepts while connecting them to their surroundings (Sari, 2018).

The game benefits the learning process; it can be used in teaching and learning activities. Tedjasaputra (2001) argues that teachers can use some games as tools to observe and evaluate students. The game can increase students' motivation and help reduce or eliminate their boredom in learning, so students are encouraged to contribute as much as possible to get the best results. According to Tedjasaputra (2001), the benefits of the game are as follows:

1. To develop the physical aspects of play, children can engage in activities involving body movement. This will keep the body healthy and strengthen the muscles.
2. From three months old, children begin learning to reach for toys within their grasp. They develop the ability to coordinate eye movements with hand actions, gradually improving their motor skills. Gross motor skills can be enhanced through physical play; for example, a child who initially struggles to run may become motivated to do so through a game of chase, eventually gaining the ability to run.
3. Play helps children learn how to interact with their peers. Through play, children express their thoughts and emotions, while also learning to understand and respond to their friends, fostering social relationships and the exchange of information.
4. Play also contributes to the development of self-concept, confidence, and self-esteem. By playing, children learn to behave in socially acceptable ways, develop traits like honesty, bravery, and generosity, and gain an understanding of their own strengths and weaknesses.
5. Through play, children learn fundamental concepts, often without even realizing it. For example, a game of fishing can introduce children to colors and sizes. Play supports cognitive development by enhancing knowledge, creativity, language skills, and memory.
6. Children need to sharpen their senses—sight, hearing, smell, taste, and touch—to become more aware of their environment. Play encourages

children to actively engage with and critically observe the events happening around them.

7. Physical activities like sports and dancing lay the foundation for developing specialized skills. As children become more skilled in these activities, their confidence grows. Most importantly, when children enjoy these activities, they cultivate interests and talents that can turn into hobbies and potentially even a future career or source of livelihood.

While games have proven to be an effective method for teaching vocabulary to young learners, they also present certain challenges for both teachers and students. One major challenge is managing noise and maintaining an organized classroom. Children often become excited, moving around and talking excessively, which can make it difficult for teachers to maintain control. According to Bakhsh (2016), teachers need to understand their students' characteristics in order to create an appropriate learning environment that facilitates classroom management.

To keep young learners engaged, teachers must select a variety of creative games that capture their attention, preventing them from becoming distracted. Additionally, children are not expected to sit still or engage in the same activity for extended periods, as they tend to lose interest after a few minutes. Given that young learners have a short attention span, activities should be designed to be as engaging as possible, typically no longer than ten minutes. Creativity is key when choosing or designing games for teaching vocabulary to young learners.

There should be a balance between the type of game, the number of vocabulary, time, effort, and the use of the student's native language. Experienced teachers will have no problem balancing all these challenges while using games to teach vocabulary to their young learners (Bakhsh, 2016).

In conclusion, teachers can utilize some games to watch and evaluate students. Students are encouraged to contribute as much as they can to the game to receive the greatest outcomes, as it can enhance their motivation and assist minimize or remove their boredom in the classroom. To keep students' attention from drifting off to something else, teachers should pick a variety of interesting

games. Furthermore, as young students have limited attention spans, activities must be as interesting as possible.

2.1.4 Board Race Game

The Board Race Game is an enjoyable activity that falls under the category of language board games. It is typically used to review vocabulary, whether from the current lesson or from previous ones. The game can also be employed at the beginning of a class to help students become more active. As a variation of traditional board games, the Board Race Game can be played on a board, table, or floor. It provides a fun way for students to practice English while adding an element of competition (Kusumawati, 2017).

A Board Race Game is fun. Several people in teams compete to answer the question by writing the answer on the board in turns. The first team to finish writing the correct answer scores a point. The Board Race Game has exciting steps that the teacher can use to encourage the students to become more active in learning vocabulary.

Lander (2018) suggests the following steps for applying Board Race Games in teaching vocabulary:

- a. Split the class into two teams and give each team a marker.
- b. If you have a huge class, splitting the students into teams of 3 or 4 may be better.
- c. Draw a line down the middle of the board and write a topic at the top.
- d. The students must then write as many words as they require related to the topic in a relay race.
- e. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

From the explanation above it can be concluded that playing a Board Race Game is an enjoyable way to review vocabulary, whether it is from a previous week's session or the one you just finished. To get students active at the beginning of class, it can also be utilized. Students can have fun practicing their English while having some rivalry with the Board Race Game. Teams of people compete to write

the answer on the board by taking turns answering the question. A point is awarded to the first team to complete writing the right response.

2.1.5 Motivational Theory

Zoltán Dörnyei's Motivational Theory highlights the importance of understanding motivation through the L2 Motivational Self System, which includes the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. It also acknowledges the dynamic nature of motivation and the impact of contextual and cultural factors. This framework provides valuable insights for educators and learners alike, emphasizing the need to consider both internal desires and external influences when fostering language learning motivation. Here is an overview of his key motivational theories:

1. L2 Motivational Self System

Dörnyei's (2009) L2 Motivational Self System is a comprehensive framework for comprehending motivation while learning a second language. This system incorporates various motivational theories while emphasizing the importance of self-concept in language learning. The system consists of three key components:

- 1) **Ideal L2 Self:** This refers to the person's vision of themselves as a proficient speaker of the second language. It is an aspirational image that motivates learners to bridge the gap between their current ability and their ideal future self.
- 2) **Ought-to L2 Self:** This is related to the attributes or qualities that learners believe they need to have to meet external expectations and avoid negative outcomes. It involves obligations and duties related to language learning.
- 3) **L2 Learning Experience:** This component refers to the immediate, situational influences on motivation, including the classroom environment, teaching methods, and peer interactions. It encompasses the enjoyment and engagement found in the learning experience.

2. Process-Oriented Model of Motivation

Dörnyei's Process-Oriented Model of Motivation builds on his previous work on language learning motivation by emphasizing motivation's dynamic and evolving nature throughout the learning process. This model emphasizes that motivation is not a fixed trait but a dynamic phenomenon that can change over time. Here are the key phases of this model:

- 1) Pre-actional Phase: This phase involves the initial motivation that learners develop based on their expectations and mental images about language learning.
- 2) Actional Phase: During this phase, learners apply their motivational energy to the learning process, working toward their goals.
- 3) Post-actional Phase: This phase involves evaluating the outcomes of the learning experience and adjusting strategies as necessary for future goals. (Dörnyei, Z., 2000).

3. Motivational Strategies

According to Zoltán Dörnyei (2001), motivational strategies offer a comprehensive framework for increasing and maintaining motivation in language learning. Educators can create a more engaging and supportive learning environment by focusing on classroom-based, goal-setting, self-regulation, and social/contextual strategies that promote intrinsic and extrinsic motivation in students. Implementing these strategies thoughtfully and flexibly can have a significant impact on learners' motivation and overall language learning success. Here are some of the strategies:

- 1) Creating an engaging and enjoyable learning environment.
- 2) Interestingly presenting tasks.
- 3) Setting clear and specific goals for learners.
- 4) Building learners' self-confidence.
- 5) Supporting learners in maintaining a positive social image.
- 6) Encouraging learner autonomy.
- 7) Promoting self-motivational strategies.
- 8) Fostering cooperative learning among students.

2.1.6 Students' Perception

Perception refers to the way individuals understand objects based on their experiences. It is a mental process that influences how people interpret stimuli from their environment, which they receive through their senses. The way a person perceives something is shaped by the relationship between the stimulus and their surroundings. Perception involves drawing conclusions and interpreting information based on experience. Kelendonu and Katemba (2023) explain that perception is the process of interpreting an item, event, or piece of information according to an individual's life experiences. Since people have different sensory experiences, their perceptions can vary, even when they encounter the same object.

Setyowati (2019) offers another perspective, suggesting that perception is the brain's way of processing an object, resulting in the ability to experience organized and meaningful experiences. Priyeti (2010) identified two types of perception based on a person's interaction with an object: positive and negative perception. Positive perception refers to an individual's favorable response to an object or information, which can help students adapt quickly to new teaching and learning environments. On the other hand, negative perception involves a response to an object or information that is viewed unfavorably or contrary to expectations (as cited in Rachel, 2017). Thus, perception is shaped by students' past experiences and influences how they respond to new information.

According to Robbins (2017), perception arises from an individual's satisfaction with and experience of the object being perceived (as cited in Aliza, 2022). There are two main types of perception: positive and negative. Positive perception refers to an individual's favorable evaluation of information, aligned with expected outcomes based on existing rules. It reflects knowledge acquired through efforts to apply it. In contrast, negative perception is a person's view of something they disagree with (Demuth, 2013). Additionally, Permatasari, Wijayanto, and Kristina (2020) suggest that perception is formed based on an individual's opinion of what they learn, shaped by their personal experience with the method or object and whether they agree with it.

However, the researcher concluded that perceptions mean students' interpretations, or points of view and opinions, based on their observations, experiences, behaviour, feelings or values, and knowledge about the process of learning the English language, especially vocabulary mastery, using the Board Race Game as the learning medium.

2.2 Study of the Relevant Research

Many studies have explored students' perceptions of learning through the Board Race Game. In a study by Salmon J Hukom (2021) titled *"Board Race Game as an Alternative Strategy in Teaching Vocabulary"*, it was found that the Board Race Game offers engaging steps that help make students more active in learning vocabulary. The game creates a fresh learning environment and motivates students to collaborate with each other. Another study by Miftahul Jannah (2011), titled *"Using Games in Improving Students' Vocabulary"*, showed that games could enhance vocabulary learning. The students expressed interest in learning vocabulary through games, and their pre-test and post-test results indicated significant improvement.

Additionally, research by Syaputra et al. (2023), titled *"The Use of Board Race Game: A Library Research on the Improvement of Students' Vocabulary Mastery"*, emphasized that teachers should incorporate innovative teaching tools, such as creative aids or educational games, to teach vocabulary. The Board Race Game is presented as an effective solution for addressing students' lack of motivation and limited vocabulary, while also stimulating their interest in learning English in an enjoyable way. Furthermore, Zaenal et al. (2020), in their study *"The Effectiveness of Board Race Method to Improve Students' Vocabulary Mastery"*, found that the use of the Board Race Game significantly improved students' vocabulary mastery. Before applying the method, students' pre-test scores were poor, but after using the Board Race Game, their post-test scores were much higher. The game allowed students to repeatedly encounter vocabulary and search for unfamiliar words in various skills like reading, speaking, writing, and listening, leading to an increase in vocabulary retention. Thus, it can be concluded that the Board Race method contributed to improving students' vocabulary.

The conclusion is that teachers should use innovative media, mainly while teaching vocabularies, such as creative teaching aids or educational games. Board Race Games can help the students overcome a lack of motivation and vocabulary while pleasantly stimulating their interest in learning English. The Board Race Game has exciting steps that might motivate students to be more active and increase their vocabulary. Board Race can help students enhance their vocabulary, recall what they need to discover repeated vocabulary and seek unknown terms in reading, speaking, writing, and listening. However, the previous research was quantitative based on numbers, while the researcher here focuses on perspective or qualitative aspects. The researcher will focus on students' perception of learning vocabulary using Board Race Games to fill the gap.