

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

It is clarify the terms in subject matter to make sure that the reader may not get ambiguity and confusion in comprehending the ideas at the time. To avoid misintrepetations the terms used in this study are clarified as follows:

1. Defenition of Ability

Ability is something that can influences someone in doing activity or producing thing. It tooks a big part in considering wether someone success in reaching the goal or failing it. In the other word, ability is possession of the skill to do something. The term ability here is how the power of the student to understand the material is that given or taught by the teacher in the learning process.

We could also call ability as someones' capacity in performing numbers of various job or tasks. It is an actual power to perform an act, physical or mental, wether or not attained by training and education. There are two kinds of ability, namely general ability and special ability. General ability is concerned with all sort of tasks, but especially those of a cognitive or intellectual sort. Special ability has to do with a defined kind of task. Each special ability should, when possible, be so defined as not to overlap with other special abilities.¹

Ability is like a thing that you can not see or touch directly. It clear that ability is abstract thing, just like any other psychological concepts, ability is not a physical thing that

¹John Carrol, (1933), *Human Cognitive Abilities: A Survey of Factor-analytic Studies*, New York: Cambridge University Press, hal. 4

can directly rewarded. It is more likely to be capacity skill produce by someone. It can only observed after noticing that the person performs certain activities or behaviour. It is a rarity for a person into having ability in every aspects in life. People born with uniquely different abilities. They are good in their own things and best in different activities. So, we can not blame someone who is have lower ability in one aspect because he/she might be good at another places.

The example of ability is when someone asked to multiply 6×6 and they have the correct answer, “36”, it can be measured that the person have an ability in adding those numbers. If the same person can also be able to answer certain addition problems, we might also concluded that he/she has wide capacity of the ability to do arithmetic in general.

As people gets so wondering about ability, they could possibly ask “How many are the ability?”, it has no specific right answer. This question may leads to many possible answers, and it is not accepted to decides which one is more correct than the others.

Ability can be improved by the training and learning continually. It is a human responsibility to increase their ability in order to get the goal of life. According to Qur'an, human have abilities to achieve and develop the knowledge that is pushing by will and Allahs' fate. There are many verses in Qur'an that tell the human being to achive and expand knowledge. Allah says in surah An-Nahl verse 78 :

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ^٢

لَعَلَّكُمْ تَشْكُرُونَ

“ It is He

who brought you forth from the wombs of your mother when you knew nothing; and he gave you hearing and sight and intelligence and affections: that you may give thanks (to Allah)”²

From the Qur'an verse above, we can see that Allah has given the ability to human since the they are born. It is including the ability to hear and to see. It is now humans' action wether to increase it or keep it that way.

Human being has original ability which is called by fitrah ability (basic ability that can develop automatically). Basic ability develop by integral that can move all of its aspects. So that, all of the aspects can influence each other to get special aims mechanically.

2. Defenition of Memorizing

Memorizing is the process of restoring subject or something from the previous thought that has been known before. Memorizing is how a person committing something in order to set it as a memory so he/she will have a capability in remembering the same thing when it is needed. Memorizing have a tight relation to cognitive ability, a persons' level of cognitive ability will influences his/her ability in memorizing. Remembering or memorizing

²Tafsir-i-Burhan,(2016), <https://quran.com/16/78>, Accessed on February 03, 2018

the facts or information that was occurs in the past can be very useful as a knowledge and experiences.³

Memorizing can be done with or without in purpose. For example, you might be remember the scars you got because of fell from the tree in your childhood. In that moment, you are not have a willing to remember the case, you just focus on your pain. Time by time running fast, and now you are an adult but the scars remained on your body. Someone notices your scars and wondering the cause of it. Some of you must be have a strong memory to explain the case that cause the scars. So, you just try to dig up all the informations that has been stored in your memory. This is the example of memorizing something without purpose.

Here, it can be concluded that memorizing is how the process of brain make a connection to the memory and take all the informations back. The English language provides with the term memory to denote several interrelated ideas, such as ‘thepower of the mind to remember things’ or ‘somethingremembered from the past; a recollection’ (both quotesare from the Oxford American Dictionary).⁴

3. Defenition of Vocabulary

A language is based on its vocabulary. The more wide and varied the vocabulary the richer will be the language. It is common agreed that the vocabulary of English language is very rich and varied. If students have more words at their command, they can express better.

Every single person need vocabulary in order to do the communication as well, it is also what learners need. There are common of ways to present and practice vocabulary to help learners in memorizing it. Teacher can improve students’ abilities in English language by improving their abilities in memorizing the vocabulary.

³ M. Asri Amin, (2013), *Menjadi Guru Profesional*, Bandung: Nuansa Cendekia, hal. 46.

⁴ John Byrne, (2008), *Learning and Memory : A Comprehensive Reference*, Houston Texas: Elsevier, hal. 11

It is helpful to think of command of vocabulary as falling into two categories: productive and receptive (Nation 1990, 5). Productive command of a word involves being able to use it appropriately in speech or writing. Receptive command of a word involves being able to comprehend it, generally in context.⁵

Vocabulary is not end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading, using context clues to figure out the meaning. However, this kind of incidental learning is only possible if the amount of unknown words remains low. That is, learner must have a significant vocabulary to be able to learn new words from the context in which they appear. This obviously constitutes a clear disadvantage for learners with less vocabulary, but also means that “learners who know more words are able to use those known words to learn even more”. To increase the vocabulary, you must first have a desire to expand your knowledge of word meanings, as well as a commitment to studying new words.⁶

Meanwhile, vocabulary learning is a continuing process for all educated people. It means that, the better you can chance of understanding or making yourself understood. On short, mastering a certain member vocabulary knowledge partly determines how qualified a language learner as described on surah Al-Baqarah : 31

⁵Shelley Spencer, (2005), *Language Learner to Language Teacher: Communication in Action*, Australia: University of South Australia, hal. 172

⁶ Joyce Carroll, Edward E. Wilson, Gary Forlini, (2001), *Writing and Grammar*, Prentice Hall, hal.767

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ



“And He

taught Adam the nature of all things; then He placed them before the angles, and said: “Tell me the nature of these if you are right”⁷

Based on the verse above, it describes the teaching process that was given by Allah Almighty to Prophet Adam as the education process for the first time. That mean the language teaching which is have a relation to the vocabulary has been streessed by the Almighty from the beginning of life. It is also clear that human was created in a state of knowing anything. Learning vocabulary can be seen from how the teaching process that has been done by Allah to taught Adam the names of the whole thing. Education is a process that must be exist in human’s life. Allah SWT has prepared the ability to human and they have to increase it. Almighty Allah also taught human about names and things so they can think and do the communication to each other.

There are some different types of vocabularies with different function. They are; listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. The first two is constitute spoken vocabulary and the last two is written vocabulary. In here, the researcher is going to focus on one type that is, writing vocabulary. It is need to know that every type of English vocabulary is important to be learnt. One of them is part of speech. Part of speech takes a big part of the basic writing vocabulary. If a person has mastering this basic part, he/she will be able to do the communication writtenly and spokenly.

⁷<https://www.islamawakened.com/quran>, Accessed on February 03, 2018

4. Part of Speech

a. Defenition of Part of Speech

In the English language, words can be seperated into the smallest part that have clear meaning and function. Students should be understand to identifying the different types of words in English, so that they can understand every meanings in a sentence. Part of speech are elements that can be used in various context. Every word in the English language function as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending the context. Part of speech also explains how word work in a sentences. It is showing how the meaning took a place in every words.

Part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Part of speech is the basic types of words that English has. Englishlearners should be able to recognize and identify the different types of words inEnglish, so that they can understand grammar explanation and use the right wordplace. Parts of speech are words that can be used in various contexts. Every wordin the English language functions as at least one part of speech; many words canserve, at different times, as two or more part of speech, depending on the context.

b. Noun as Part of Speech

Noun is a word that used to name something: a person, a place, an object, or an idea. Noun also have a large parts with its own function. According to Betty Azar, noun is used as an subjector an object.⁸ It means that noun can be so dinamic and have various functions.

⁸ Betty Schrampfer Azar, (1989), *Understanding and Using English Grammar*, New Jersey: Prentice-Hall, Inc, hal. 263

Noun can naming person, place or thing.⁹Parts of speech are important aspect of grammar that determines to employ in writing English sentences

Noun are word that name persons, animals or things.¹⁰Noun also have deep element that can be seperated into distinct meaning and function. Noun have its own function to describe specific meaning in every words. There are 5 kinds of noun, that are; common noun, proper noun, singular noun, plural nouns, and the last is possessive noun.¹¹ These kinds of noun has it own parts that can be more specific to be seperated.

c. Countable Noun

Countable noun is part of singular noun and plural noun. It is how the number of those nouns in a sentence. Countable noun are nouns which can be used with the noun.¹² Countable noun are easy to recognize. They are things that we can count. So, no matter if it a singular or plural, as long as it can be count it call by countable noun.

It is so easy to recognise countable noun, because it is something that we can count and it is not kind of abstract thing. Countable noun can be singular or plural noun, for example: “My cat is playing” or “My cats are playing”. We can put “s” after the plural noun to show that the number of the noun is plural. The other characteristics are it can be use with article like a, an, or the in front of singular noun and “the” in front of plural noun.¹³ We can also call the amount of it by using number. For example :

- I have one pencil

⁹ Albert Rowe, (2012),London: *Correct English: Pedoman Belajar Bahasa Inggris*, Permata Puri Media, hal. 18

¹⁰ Tien Rafida, (2015), *Fundamental English Grammar*, Siraru Bandung, P.1

¹¹ Ibid. P. 2

¹² Preston, (1992),*Revised Primary English Book 4*, Binarupa Aksara, hal.4

¹³ Aswir Suhud, (2013),*Smart Way to the Grammar*, Jakarta: Dunia Cerdas,hal.177

- There are two men in front of the house¹⁴

5. Game in Language Teaching

a. General Concept of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.¹⁵ Game can be works well on plenty of space and wide distances. Teachers can use the school's facilities such as classroom, school hall, playground or other open area would be so optional place. Game is conceptualize as a continuously dynamic movement that is important for student emotional between fantasy and reality.¹⁶

Several games are suitable for ESL teachers who wish to practice vocabulary and listening comprehension with their ESL students. All of the game require the children to listen and concentrate carefully on words and instruction that the games leader calls out, and children who need practice with following instructions, and concentrating on a set task, will be strengthened by these activities.¹⁷

Teacher could build closer relation to every students through games. To teach the responsibility, ask the student to decide the place to play. Why? If the student choose the place, they will do their best to learn because they love the circumstances.¹⁸ Beside of it, students could tasting implicit touching that given by the teacher. It will help the students to open themselves to the teacher by the warmth of the implicit touch. It could occurs by how

¹⁴ Irma Indriani, (2015), *Grammar itu Gampang*, Jakarta: Dunia Cerdas, hal. 24

¹⁵ Andrew Wright, David Betteridge, and Michael Bucky, (2006), *Games for Language Learning: Third Edition*, New York: Cambridge University Press, hal. 1

¹⁶ Neville Bennet, Liz wood, Sue Rogger, (1997), *Teaching Through Play*, Open University Press, hal. 3

¹⁷ Kathi Wyldeck, (2007), *Grammar and Vocabulary Game for Children*, The United States of America: Lulu.com, hal.5

¹⁸ Asep Umar Fachruddin, (2012), *Tips Membuat anak Rajin + Hobi Belajar*, Palembang: Flashbook, hal. 102

they work, laugh, and play together. Touching is one of the most emotionally-significant ways in which social creatures interact.¹⁹

Teacher could also have chance in measuring the students in some parts that can not be seen in classroom learning activity. Instead, some students are more active in take an action by learning based on playing. It is necessary to look deeply how students take a decision in real situation that can be apply in playing a game. The gamer concept is widely used and is commonly understood to represent a person who plays games.²⁰

Game is a bridge to lead the student to the creativity. It is important to realise from the start that creativity is not the gift of the few and it is not the province of the Arts rather than the Sciences. Nor do children need to be academically very able to think creatively in many effective ways. All children are potentially creative: creativity arises from the natural human curiosity that we all possess. It develops from the way that the brain makes basic sense of the world, namely by linking ideas together and by looking at things in many ways. These are the cornerstones of creative thinking.

Game is a creativity process. It is a way of actively understanding how the rules works. Game plays with ideas, generates new ideas and organises and refines them. It uses 'content' – knowledge and facts – as fuel to fire the imagination. Because the world is changing so rapidly in so many ways, it is imperative that we empower our children to inherit the future successfully in appropriate way. In Islam, teachers are also suggested to find a way of how to make student easier to understand the knowledge. Rasulullah also said in Hadith :

" يَسِّرُوا وَلَا تَعَسِّرُوا، وَبَشِّرُوا وَلَا تُنْفِرُوا "

¹⁹ Maiga Chang, Rita Kuo, (2009), *Learning by Playing Game*, Canada: Springer Berlin Heidelberg, hal. 13

²⁰ Ibid, hal.3

The Prophet said, “Facilitate things to people (concerning religious matter), and do not make it hard for them and give them good tidings and do not make them run away (from Islam). (H.R. Bukhari, Kitab al-‘Ilm, No.67)”

Helping students to develop their skills by using game anchor the state of relaxed alertness. Practise the technique at different times of the day so that no particular time becomes associated with desire state.

b. Advantage of Using Game

There are many advantages of using games in language learning and language teaching. One of the advantage of using game in teaching and learning process is it can motivates students to do their best to win the game. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

Every games has its own rules to play, so teacher can trains students’ ability in obeying the rules. It is also be one of most important learning point. It is all about how the student keep walking in the right line to get the goal. It is necessary for the players to digest these rules before the start so that they can play the games smoothly without committing them.

Beside that, games are, in this case emphasized to encourage students’ solidarity in teamwork in which they have to try their best to do the task or maybe to code any requirements given in the games for the team spirit. They will supporting to each other because it is need to be done in order to make sure that their team are in the highest rank.

Teacher should realise that language learning is hard work. Students need to push their best effort to understand, to apply the language, to match the perfect grammar, and also adapting the language to their mother tongue languages. Their effort should be continuously maintained over long period of times because they will possibly forgot how the word works in a sentence. To avoid this issue, games could be heal to encourage many students to sustain their language ability.

Games also help the teacher to create context in which the language is useful and meaningful. The learner want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provides one way of helping the learners to *experiencelanguage* rather than merely *study* it.²¹

Games could be accepted to provide intense and valueable practice of language. Teacher should be sensstively understand that students will be more interest to play through game rather than formal learning. It is does mean that students should sometimes playing in learning process. It was just how the teacher blend both formal learning and learning through game.

Teachers' role in a game will possibly influence how the students' point of view in realising that teachers are not always be so serious. Teachers are also a human being who can interact to each other and play to each other. In a game, students could also be more better than the teacher itself. It will build students' personality to be more confident in learning.

As a teachers perhaps we are too often tempted to tell the students the right answer or to do their thinking for them. Learning to think powerfully, and thinking itself, take time. Of

²¹ Andrew Wright, David Betteridge, and Michael Bucky, (2006), *Op.cit*, hal. 2

course teachers are under pressure to 'deliver the curriculum', but if the teachers asks the children to think, then teacher must create the opportunity for them to do just that. However, as the children's abilities develop they will be able to think more quickly and in more sophisticated ways. Your patience early on will bring benefits later.²²

It is totally a long road explanation of what are the advantages of the game to the students. Game could help individual children settle if they're upset.²³ Learning process will be so boring at some situations. Here is the role of the game to take part of. While making the students become more relax it will implicitly send new informations to the students. It will also aid the memory when we want children to remember things we've told them.

Teacher will find all of their children are creative by seeing how they work in a group. Their roles in group/team could be develop their personality to be more open-minded to each other. They will be more respect each other than they will ever be. Their curiosity will be a rocket to themselves to think harder but still, they will enjoying their times.

c. Types of Vocabulary Games

Several games are very usefull for English for second language teacher who may wish vocabulary games require the children to learn and concentrate carefully on word that instructed by teacher. Games that need a group of students will be an option to the teacher who wants to applying it to their students.

Teachers should have various games that can be used to play to their students. Teacher should also understand the rules and the direction of the games. Here are some games that can be options to teach vocabulary.

²²Steve Bowkett, 2007, *Jumpstart Creativity Games and Activity for Ages 7-14*, Oxon: Routledge, hal. XI

²³ Ibid, P. 3

1. Writing Race

This game is similar to the race to the board game, in this case students run to the board to write a letter, a word, or a complete answer to a question. You can have each student write the complete answer or play it like a relay race where each student in the team only writes one word, then races to pass the marker to a teammate who must write the next one, and so on.²⁴

2. Barnyard Dash

The goal is to identify a barnyard animal from the sound it makes. Depending on your students' level, you can either draw the pictures of animals on the board or write the words for each. You can adapt this game to all types of sounds, like a phone ringing, a car honking a horn, or someone sneezing. You may also record expressions or phrases that they have to circle on the board, like *"Thanks!"* and *"You're welcome"*²⁵

3. Sentence Race Game

This game is train the students to think as fast as they can. This game is play in a group of students. Teacher will divide the student into 2 or 3 group and ranging with distance 2 meter from the board. Teachers will distribute each list of word to both teams who have the same words. When the teacher call a word, first student from each team should run to the blackboard/whiteboard to write a sentence based on the word.

4. Race to the Board Game

Race to the board game is design to develop students to work in a group. They have responsibility to work together and think as fast as they can. They have to support each other

²⁴ Claudia Pesce, (2011), What you Do with a Whiteboard, <https://busyteacher.org/5878-what-you-can-do-with-a-whiteboard-10-creative-esl.html>, Accessed on February 03, 2018

²⁵ Ibid, Accessed on February 03, 2018

member of their own team to be more expressive in showing their ability to answer the question.

6. Race to the Board Game

a. Defenition of Race to the Board Game

Race to the board game can be applied in many class situations. This game can also be an option for teacher to gain students' attention. Race to the board game will lead the student to work together in team. It will build students' motivation to reach the team's goal by working as hard as they can. Teacher can use this chance to teach about the material in fun way. Both student and teacher can enjoy this game without any worry to lose the essence of learning and playing.

Race to the board game can be played for many material depends on the teacher. This is a suitable game for children, teenager, and adult. This is will be more useful for student who learn English as second language.

Race to the board game have some different names based on different territorial. People from all around the world call this game differently, but still, it have similiar procedur, tools, and rules. This game can also called by Board Race, Run to the Board, Sentence Race Game, Board Scrabble, etc. We can conclude that this game was played and familiar in many different country.

In some cases this game can be used to asked the student to give examples of things they said during the game, in others they can be asked to write down (some of) the sentences they produce and read them out at the end. This game needs every students' role to take their turn and it is particularly good idea if there have been persist error.²⁶ The other reason why

²⁶Jill Hadfield,(2003),*Intermediate Grammar Games*, England: Genevieve Talon, hal. 5

teacher should try this game is because the tools that are need in race to the board game is easy to be found in school sorrounding. This game is a simple game that can be modified to review almost any vocabulary or any structure.²⁷

b. Procedure of Race to the Board Game

This is a simple game that can be modified to review almost any vocabularies or any structures. This game can be used to teach English vocabulary like vegetables, fruits, animals, jobs, transportation, number, irregular and regular verbs, countable or uncountable noun.²⁸

Preparation :

- 1) Prepare the tools such as; blackboard or whiteboard, chalk or boardmarker
- 2) Divide the class into 2-4 teams
- 3) Divide the blackboard or whiteboard into two or four column based on the team
- 4) Give a boardmarker to each team.

Activity:

- 1) Ask the student to make some lines based on their group
- 2) One student from each team stands at the board with chalk/marker in front of them.
- 3) After that you ask a question (optional matery) and they write the answer. For
Example : Please write the example of countable noun vocabulary in 2 minutes!
- 4) The first student who stands at the first line should run and answer the question, after
that he/she should give the boardmarker to the next student of his/her team

²⁷ EsIHQ Enthusiast, 2005, Race to the Board Game, <http://www.eslhq.com/forums/esl-forums/esl-games-activities/race-board-298/>, Accesed on February 03, 2018

²⁸ Yusup Priyasudiarja, (2014), *70 English Games: Fun & Learning: Cara Asik Belajar Bahasa Inggris*, Yogyakarta: C.V Andi Offset, hal. 63

5) Every students have to do the same thing until the time is up.²⁹

Teacher could also build up the creativity so that every single student will have their turn to race to the board. Here, as an optional, teacher could make up the rules and asked all the members of each team to run one by one to write the answers.

B. Conceptual Framework

One of the most important thing that is need to be focus on is ability. It can be defined as the human's natural skill. Ability can be improved in some ways of training. Students' ability in memorizing countable noun vocabulary means that they are capable to mention what are the examples of countable noun vocabulary.

Students' incapability in memorizing countable noun vocabulary may be caused by certain reasons. One of the possible reason is the teacher didn't manage the teaching process in best way. Learning vocabulary can be difficult so that the teacher need to find suitable way to transfer the knowledge. It is important to know that learning is not always about the teacher explaining the material and students need to pay their attentions until the class is over, it can be tranforms into some other ways.

Implementing game can be one of the solution to teach vocabulary to the students. It can be a fun way to learning english as the foreign language. Students can apply the material directly after the teacher tranfer the material. It will also stimulate students' enthusiasm and increase their desire to work together as a group. Learning by implementing game can be easier to the student to remember the material because they have to push themselves to win it. It will affect their self-performance and boost their ability.

²⁹ Ibid, 70 *English Games: Fun & Learning: Cara Asik Belajar Bahasa Inggris*, hal, 64