CHAPTER II
LITERATURE REVIEW

A. The Basic Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language elements which important in English. Vocabulary is the main element for people, especially students, in the process of learning, mastering, and using language. Vocabulary is set of words in English that used to express our ideas, feelings, and information to others. Alqahtani (2015), states vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Vocabulary is an essential element of language because it affects the four language skills listening, speaking, reading, and writing. Related to the importance of vocabulary, Marianne (2001) vocabulary is central to language acquisition, whether it is a first, second, or foreign language.

Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Vocabulary is essential in language learning because vocabulary is used to express ideas, with a good

mastery of vocabulary will make it easier to master others such as in speaking, writing, and reading. It means how we can speak well if we don't have the vocabulary, how we can make good writing if we don't have the vocabulary, and how can we understand the meaning of a word if we do not know the vocabulary.

According to Hiebert and Kamil (2005), Vocabulary is the knowledge of the meaning of words. It is more complicated than this definition, however. First, words come in two types: oral and print vocabulary. Oral vocabulary includes words that are typically used in listening and speaking. Print vocabulary includes words that are often used in reading and writing. Secondly, word knowledge also comes in two types, receptive and productive. Receptive vocabulary includes words used when listening or reading. Then, Productive vocabulary includes words used when speaking or writing.

Vocabulary consists of words used by people in a language to communicate, before being able to communicate well, it is good to have a good command of vocabulary and a lot of words. According to Thornbury (2002) states that without grammar, small things can be conveyed, without vocabulary, nothing can be conveyed. That means people can still understand the language even if they don't understand grammar conversely, language

becomes difficult if people know nothing about vocabulary.

Hatch and Brown (1995) states that the term vocabulary refers to a list or collection of words for a particular language or a list of words used by individual speakers of a language. Since vocabulary is a list, the only system involved is alphabetical order. Choices in vocabulary selection and methods used in vocabulary teaching are important factors. It is necessary to learn in context to get the meaning of words. Based on the theories above, the researcher concludes that vocabulary is the total numbers of words, a list, or a set of words that have meaning and are used by people to communicate with each other.

2. Definition of Vocabulary Mastery

According to William (1979), Mastery is derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Guskey (1994) Vocabulary mastery is a term used by all educators and they believe they understand it well. But when pressed to describe exactly what is meant by mastering a concept, skill, or subject, everyone has a different definition.

Swannel (1992), defines mastery as comprehensive knowledge or use of a subject or instrument. This

definition is supported by Hornby (1984) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learned.

Vocabulary mastery is always an essential part of English. Lewis and Hill (1997) states that vocabulary mastery is important for students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having a proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. It can be concluded that, vocabulary mastery is a complete skill to understand the stock of words and their meanings in a particular language.

Harmer (1998) stated that there are four basic aspects that students need to learn new vocabulary:

a. Word Meaning

The first thing to realize about vocabulary is that it often has more than one meaning. The word head, for

example, sometimes means the upper part of the human body, but it can also mean the leader of an office, e.g. principal. Another fact is that sometimes a word has meanings about things like antonyms and synonyms. Therefore, students need to know the meaning of vegetable as a word to describe other things, eg. carrot. cabbage, potato, etc. Vegetable has a general meaning while types of vegetables have a more specialized meaning.

b. Word use

This is often conveyed through a variety of metaphors and idioms. We know that the word hiss, for example, describes the sound of a snake. But we extend its meaning to describe the way people talk to each other (don't move or you die", she hissed). Using that metaphor, at the same time, we can speak of traitorous people as snakes (He is the original snake in the grass). Snake in the grass is a fixed expression that has become an idiom. Like countless other expressions, it's raining cats and dogs, my house is a castle, etc.

c. Word Formation

Students have to know a lot about word formation and how to change words to fit different grammatical contexts. Word formation is also connected with suffixes and prefixes (im-, or in) such as imperfect and

perfect, inappropriate and appropriate, etc. Word formation means knowing how words are written and pronounced. Students need to know how words are spelled and how they sound. For example, there is a clear relationship between the words death and dying, dying and dead, etc.

d. Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

Based on the explanation above, there are several aspects of vocabulary, namely meaning, usability, formation, and grammar. Thus the researcher concluded that students can master vocabulary by understanding the meaning, use of words in the context of communication, formation, and grammar. In other words, students' vocabulary mastery is the ability of students to understand and use the properties of words in English.

3. Kinds of Vocabulary

In language learning especially learning vocabulary, there are kinds of vocabulary. According to Scrivener (1994), there are two kinds of vocabulary, they are receptive vocabulary and productive vocabulary.

Receptive or passive vocabularies are words that the students recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading or listening. Examples of passive vocabulary: collaborate, disguise, amicable, etc. Then, Productive or active vocabulary is the set of words that students recognize and understand, can pronounce correctly, and use constructively in speaking and writing. For examples of active vocabulary: come, go, play, take, etc.

Otherwise, Thornbury (2002) states there are two kinds of vocabulary, such as grammatical words (function words) and content words (lexical words). Grammatical words are words that have little lexical meaning or have ambiguous meaning. Grammatical words consist of prepositions, conjunctions, determiners, and pronouns.

a. Prepositions are words or groups of words that are used to show how other words are connected. For example: in, of, on, under, into, behind, near, beside, between, at, from, etc.

b. Conjunctions are words that connect sentences, phrases, or clauses. For example: and, so, but, etc.

c. Determiners are definite articles, indefinite articles, possessives, demonstrate, and quantifiers. For example: this, those, my, their, which, a, an, the.

d. Pronoun is a word that is used in place of a noun or noun phrase. For example: her, she, they, etc.

Content words are words that carry the content or the meaning of a sentence and are open-class words. Content words consist of nouns, verbs, adjectives, and adverbs.

a. Noun is a word used to name a person, place, thing, or idea. Nouns can be used as the subject or object of a verb. For example: House, book, pen, car, etc.

b. Verbs are words or groups of words which is used in describing an action, experience, or state. For example: write, ride, run, etc.

c. Adjectives are words that give more information about nouns or pronouns. For example: kind, better, sad, angry, etc.

d. Adverbs are words that modify verbs, adjectives, and other adverbs. For example: beautifully, quickly, sadly, etc.

Based on the explanation above, it can be concluded that several experts distinguish the various types of vocabulary itself vocabulary consists of active vocabulary

and passive vocabulary and the kinds of vocabulary are grammatical words (function words) and content words (lexical words). In this study, the researcher generally focuses on grammatical words and content words (part of speech).

4. Assessment of Vocabulary

Hughes (2003) states that in general four kinds of tests are used to measure students' competency, such as proficiency test, achievement test, diagnostic test, and placement test. However, in assessing vocabulary, Hughes (2003) recommends the use of multiple choices to test vocabulary such as synonyms and definitions. Besides that, Brown (2003) also states that the assessment of vocabulary consists of ordering tasks, short-answer and sentence completion tasks, multiple choice, and gap-fill. In line with Hughes and Brown, Read (2000) states that the multiple-choice format is one of the most widely used methods of vocabulary assessment. Besides that, on page 90, Read recommends a specific multiple choice to assess the quality of vocabulary knowledge, that is meaning and synonym.

Based on the explanation above, this research uses multiple-choice that consists of meaning, synonym, gap-fill, and ordering tasks to test the student's vocabulary mastery. It is supported by Read (2000) states that

multiple-choice vocabulary tests proved to have excellent technical characteristics for measuring vocabulary knowledge.

B. Fly Swatter Game

1. Definition of Game

Richard and Schmidt (2010) states that a game is an organized activity that usually has the following properties such as a specific task goal, a set of rules, competition between players, and communication between players through spoken or written language. This means that games are not only an active way to improve and increase their vocabulary knowledge but some substances must be considered. These properties are communication and competition between players, task goals, and rules. On the other hand, Wright, et al (2006) define games as an activity that is entertaining, interesting, often challenging, and an activity in which learners play and usually interact with others.

Rezapanah (2013) states that games are competitive activities with predetermined settings and are limited by rules and procedures. This means that the game is a competition activity whose scope is limited by rules and procedures. From the overall explanation above, in essence, the use of games in vocabulary teaching is an

activity to facilitate students in learning English vocabulary. Not only are games a very effective way to motivate students in the classroom but also games have entertaining, interesting, and challenging elements for students. Based on the explanation above, it can be concluded that games are a way of activity that can entertain and involve students so that they do not feel bored in a classroom situation, and games can motivate students to accept and complete challenges given by the teacher.

2. Definition of Fly Swatter Game

   Fly swatter games are game where the students have to get the word on the whiteboard by using the teacher's instruction. In this game, students play in small groups and play the game using a fly swatter, or in Indonesian it is called a *"pemukul lalat"*. According to Haring Fly Swatter is a device used to kill flies that consists of a small square of material or netting tied to the end of a short flexible stick and makes a loud impact sound when struck against a wall or similar surface. In addition, Flores (2000) emphasized that the goal of the game is that the teacher will say a word, and the students will turn and run to hit the word that has a bug on it. The student who kills the fly has to spell the word and then they will get a score for their team.Fly swatter can be applied to all levels of

students. According to Hembree (2008), this game can be used with any level of students who need to practice and improve their vocabulary. It is an exciting activity in the classroom, especially for warming up the class. In the classroom, the atmosphere will be different from usual. Students will make a little noise in the classroom but that's the point of the game as students will have more fun and get addicted to the game. Students need to be able to quickly choose the word that matches what the teacher says or the meaning of a word and the clue of the corresponding word. One fun way to practice this after being introduced in a lesson is with the Fly Swatter Game.

Based on the explanation above, it can be concluded that the fly swatter game is one of the activities that students can do in the classroom by using a "fly swatter" which students use to hit the word on the board that the teacher has said before. In this activity, the teacher and students can make a good relationship in the learning process.

3. Procedure of Fly Swatter Game

The Fly Swatter Game has three rounds. The first and second rounds have the same activities. Each student competes to win the game. But in the third round, the students work together in groups and try to win the game. Students will be divided into two or three groups. Each

group was given a fly swatter by the teacher. According to Haring (2009) and Kisdobos (2013), in this game, there are several procedures based on three rounds. The first round has several procedures: a) divide the class into 8 groups, b) give a fly swatter of a different color to one person from each group, c) four students stand in front of the class and face their friends, d) students listen to what they say. the teacher pronounces it carefully, e) the teacher pronounces a sentence in English, f) the students may face the blackboard and find the word after they listen to the sentence spoken by the teacher, g) the person who touches it first with a fly swatter and spells it that, gets points and becomes the winner, and h) the teacher does this until everyone on each team has been on the board once.

Second round, the teacher uses the same words on the board with instructions: a) the teacher pairs the students differently so that they compete against different people from the opposing team, b) this time the teacher says the word in the student's native language and they have to find English, c) the person who touches it first with the fly swatter and spells it, gets points and is the winner, and d) the teacher makes sure every student has a chance at the board. For the third round, the teacher gives instructions such as: a) find something to sit on (when we work on

objects in the room), b) find something to wear on your feet (when we make clothes), c) find a male teacher (when we do job words), d) find something you usually do in the room (when we have activity verbs), e) if a student touches a word that makes sense and spells it, gets a point and becomes a winner, and f) for each round, the teacher ensures that every student has a chance at the board.

4. Advantages of Fly Swatter Game

According to Rezkiah & and Zul (2013), there are several advantages of using fly swatter games for students. The advantages include: a) it is not a monotonous activity, b) it is fun for students, c) it helps them learn and acquire new words easily, d) it involves friendly competition and keeps students' interest, e) it serves students to learn pronouncing and spelling words, and f) the students more active than teacher.

5. Disadvantages of Fly Swatter Game

According to Lubis (2017), there are several disadvantages to using fly swatter games for students. The disadvantages include a) needs more preparation from the teacher for time allocation, such as time for divided groups, b) the class is noisy, and c) some students do not care when some students play the games.

C. Previous Studies

Some related studied had done by previous researchers. The first was from Ika Rahmadani Lubis (2017) conducted a study entitled "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTs Persatuan Amal Bakti (Pab) 1 Helvetia". The design of the study is Classroom Action Research (CAR). In the study, the result shows that implementation of Fly Swatter can improve the students' vocabulary because there is significance from the pre-test to the post-test besides the questionnaire result showed that the implementation of this technique got positive responses from the students in the teaching-learning process of vocabulary, it could be seen from the mean of pre-questionnaire was 47,09%, then the mean of the questionnaire was 94,8%.

The second is from Evi Nurjanah (2015) entitled "Influence of Fly Swatter Game on Improving Students' Vocabulary at the First Grade of Mts Ma'arif Cikedung". This study uses a quantitative approach. Research findings showed the students' vocabulary knowledge was improved after conducted treatment in which the control class learned vocabulary using the conventional method and the experimental class using the fly swatter game strategy, the post-test result of the control class was good enough, that the control class was the average score 75,25 while in the post-

test of the experimental class has good result the class got 83,85 it increased than before.

The third study was done by Ita Kurniawati entitled "Improving Students' vocabulary mastery through mind-mapping Strategy". The design of the study is Classroom Action Research (CAR). This research aimed to describe the students' interest in learning vocabulary to explain the procedure of mind-mapping strategy when it was implemented in teaching-learning processes and also to find out the improvement of students" vocabulary mastery through pre-test and post-test. The mean score of the pre-test in cycle I was 54 and cycle II was 56, 33, while the score of the post-test in cycle I was 65,66 and cycle II was 76,66.

Based on the previous researchers above, the researcher conclude there some differences between those previous studies and this research there are: (1) Ika Rahmadani Lubis, used the Classroom Action Research (CAR) method for getting the result of research, her research was done in MTs Persatuan Amal Bakti. (2) In Evi Nurjannah, her research was done in Mts Ma'arif Cikedung. (3) Ita Kurniawati used the Classroom Action Research (CAR) method for getting the result of research, her research was done in SMP Negeri Polanharjo, Klaten.
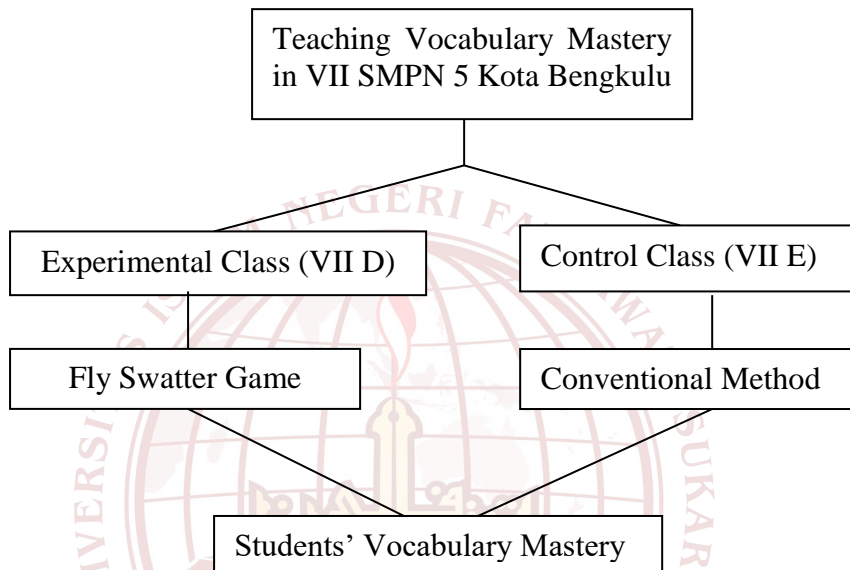
D. Conceptual Framework

Thornbury (2002) states that without grammar very little can be conveyed, but without vocabulary, nothing can be conveyed. That means vocabulary is the first thing that language learners must master in learning a language. It is known that vocabulary mastery supports the mastery of the four language skills. All these skills will be easily achieved if students understand the meaning of words or vocabulary well. Therefore, vocabulary is very important in English language teaching.

While students know that expanding their vocabulary is essential to their ability to learn English, they often don't have a clear idea of how to go about learning the vocabulary. Students should remember that new words are challenging because they can be used in a variety of situations. Students free to take any action to improve vocabulary acquisition. Since it can provide students with fun or challenge while learning vocabulary.

The fly swatter game is considered an effective, interesting, and fun way to teach vocabulary. Playing fly swatter requires strong concentration and full attention to follow the teacher's instructions. Based on the previous explanation, the researcher suggests that using fly swatter in teaching English vocabulary can help students acquire good

vocabulary mastery. The conceptual framework underlying in this research is given in the following:

Figure 1. Conceptual Framework

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┌─────────────────────────────────┐
│ Teaching  Vocabulary Mastery    │
│ in VII SMPN 5 Kota Bengkulu     │
└─────────────────────────────────┘

┌─────────────────────────────┐      ┌─────────────────────────┐
│ Experimental Class (VII D)  │      │ Control Class (VII E)   │
└─────────────────────────────┘      └─────────────────────────┘

┌─────────────────────────┐          ┌─────────────────────────┐
│ Fly Swatter Game        │          │ Conventional Method     │
└─────────────────────────┘          └─────────────────────────┘

          ┌─────────────────────────────────┐
          │ Students' Vocabulary Mastery    │
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Source: researcher analysis

E. Hypothesis

The hypothesis of this study is divided into two categories. They are the Alternative hypothesis and the Null hypothesis.

1. Alternative Hypothesis (Ha): There is effect of the fly swatter game on vocabulary mastery at the seventh-grade students of SMPN 5 Kota Bengkulu.

2. Null Hypothesis (Ho): There is no effect of the fly swatter game on vocabulary mastery in the seventh-grade students of SMPN 5 Kota Bengkulu.