

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Previous Studies

This chapter contains description about the relevant theory of previous study related to *“Teaching Vocabulary by using Fly Swatter Game”* the researcher was conducted in MTs. Roudlotul Ulum. Here are some studies concerning to it.

According to Journal conducted by Rezkiah and Amri (2013) entitled *“Using Fly Swatter Game to Improve Students’ Vocabulary of Grade 5 of Elementary School”*. In the journal, they were describing about the preparation of Fly Swatter Game, implementation of Fly Swatter Game, teaching implementation, the advantages and disadvantages of using Fly Swatter Game. They suggested teachers to use Fly Swatter Game in teaching English. The students will be more enthusiastic in learning because they will have something interesting in learning English. Besides, students will be more active than teachers. It could be concluded that fly swatter game is a kind of activity that students do in the classroom by using fly swatter that students used to hit the word in the blackboard that teacher says before. In this activity, teacher and students can make a good relationship in learning process.

Based on journal conducted by Silaban and Andriani (2017) entitled *“Using Flyswatter Game to Improve Students’ Vocabulary Mastery At Grade Eighth Smp Dwi Sejahtera Pekanbaru”*. The journal was using test, observation, interview and field note in collecting the data. In analyzing the data, they used

qualitative and quantitative data. Qualitative data useful for researcher to help the researcher completed data about the phenomenon that difficult to find by quantitative data. In quantitative data, there was one cycle that consisted of five meetings. Four meetings were meeting and the one meeting was test for students' vocabulary mastery. Fly swatter game gave a good improvement in comparing to the based score and cycle 1. The based scores were 65,3 and cycle 1 were 83,67. It can be concluded that the use of Flyswatter game had positive effect on students' vocabulary mastery.

The next inspiration came from the research conducted by Fitriyani (2016) entitled "*The Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School (An Experimental Study of Seventh Grade Students of SMP N 1 Ajibarang in Academic Year 2015/2016)*" This research was conducted by using quasi experimental method. The population of the research was all of the seventh grade students of SMPN 1 Ajibarang in academic year 2015/2016. Test was used in collecting data, namely pre-test and post-test and the instrument was tried out to part of population to know is validity and reliability. The result of the research showed that there was a significant difference of the students' vocabulary mastery between the students who were taught using *Fly Swatter Game* and those who were taught without *Fly Swatter Game*. It could be seen on the result of computation of t-test, where t-result is 2,847 while the T-table value at the level of significant 0,05 for degree of freedom (df) 62 was 1,678. It means that t-test was higher than t-table ($2,847 > 1,678$). Therefore it could be concluded that the hypothesis of the

research that Fly Swatter Game was effective for teaching vocabulary mastery was accepted.

There are several differences between this research and the research that had been conducted. The researcher used different method and different subject. The researcher also used different method in collecting data and analyzing the data. Some of the researcher above used fly swatter game to improved students' vocabulary. However, the researcher hope teachers can use fly swatter game in teaching vocabulary. Fly swatter game is a simple way to memorizing the word through enjoyable activities.

2.2 Review of Related Literature

2.2.1 General Concept of Vocabulary

Muttahidah (2011: 7) stated that “Vocabulary is important part of language; vocabulary cannot be separated from language”. It means that vocabulary is most important aspect in language. Vocabulary affects four basic skills there are listening, speaking, writing and reading.

On the other hand, Permadi (2014: 7) stated that “Vocabulary is a word or list of words with meaning and which is known by the speakers and which is used to communicate among the speakers and used by a group or individual.” According to Abd.Waris, *et al.* (2013:2) stated that:

Vocabulary is one of the language components that have an important role to support the four basics language skills. Vocabulary is very important in order to make people easier to express their opinions and ideas in their communication with other people. Having limited vocabulary, the students will find many difficulties in mastering language skills.

Thornburry (2002:14) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone’s knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Based on the definition above, the researcher concluded that vocabulary is a fundamental aspect of language. It is impossible to learn language without mastering vocabulary.

2.2.2 Teaching Vocabulary

Vocabulary can be said as a group of word that has meaning. Andriani and Antri (2017: 36) stated that “Vocabulary was one of English components or sub skill that must be taught to the learners, because the vocabulary has the primary role for all languages”. Students will be easy to express their ideas and opinion in their communication because they have many vocabularies. Having limited vocabulary means that students will find many difficulties in mastering language skills. Students will difficult to understand what other people said to them. They will difficult to speak to the other people.

Jeanne Mc. Carten (2007:20) stated that “Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned, what each item is (a single word, a phrase, a collocation etc.) and for what purpose (active use or passive recognition)”.

According to Richard and Willy, in teaching vocabulary teacher need to consider the following:

- 1) Teacher should give learner to practice the material. Learner need to practice what the teacher gives to them. They need to do more than just see the form.
- 2) Avoid learning words that have similar forms and closely related meaning at the same time. For example, because affect and effect have similar form.
- 3) To get effective word study, teacher should study regularly. Studying word over several short sessions is better than to study them for one or two longer session.
- 4) Teacher should divide larger numbers of words into smaller group to study five to seven words at a time. Because it will be easier to get repeated exposure to the words than when large group.
- 5) Teacher should be more creative to make teaching learning more interesting, such as the key word technique to promote deeper mental processing and better retention.
- 6) Teacher can add cards to get further elaboration. Using unknown vocabulary to make associated with other second language that students have already known. And these words can be added to the card, such as parts of speech, definitions, and keywords.

From the description above, in teaching activities the teacher should be able to identify who the student are, what their need are, and how the teacher

should teach in a simple and interesting ways. Different age of students indicate that they also have different need and interesting.

2.2.3 Fly Swatter Game

Fly swatter is a guessing game. In this game, students will hit the board after the teacher says a word before. The student who can find the word will get the point.

Rezkih and Amri (2013: 3) stated that “Fly swatter game it is a game where the students have to get the word in the blackboard by using teacher’s instruction”. This game helps the student to improve their sight-word dictionary and it can be very valuable tool.

According to Permadi (2014: 15) stated that: “Fly Swatter Game is formalized guessing game, in which the students have to guess what the teacher says by hitting the answer in the blackboard. The students who can find the right answer will get the points”. From the definitions above, it can be concluded that fly swatter game is an interesting activity because student can learn through enjoyable activity in their class.

2.2.4 Procedure of Using Fly Swatter Game

According to Rezkih and Amri (2013: 238) there are some procedures that should be followed:

1. Students will complete each other to hits by fly swatter.
2. Two students stand in front of the class and face their friends.
3. Students listen to what the teacher says.

4. They may face the white board and find the word after listen to the word said by the teacher.
5. The student hit the word.
6. After they hit the word, they spell it in front of the class
7. Teacher knows the winner by listen the first sound of fly swatter.

This game has three rounds. First and second round has same activity. Every student competes to win the game. But in the third round, the student work in group and try to win the game together. Students will divide into two or three groups. Every group is a give a fly swatter by the teacher.

2.2.5 The Advantages and Disadvantages of Using Fly Swatter in Teaching and Learning Vocabulary

According to Rezkiah and Amri (2013: 241) playing fly swatter game in teaching vocabulary may give some advantages. First, Fly swatter game does not use a monotonous activity. Second, it is fun for students. They can learn through playing, thus its help them learn and acquire new words easily. Third, it involves friendly competition and keep student interested. Fourth, it serves students to learn pronouncing and spelling words. Fifth, Students are more active than teacher. Teacher's roles are just to give explanations and correlations about the student's task.

Lubis (2017: 17) stated that there are several disadvantages using fly swatter game for teaching vocabulary. The disadvantages include:

1. Needs more preparation for the teacher for time allocation, such as time for divide a group.

2. The class noise.
3. Some students do not care when some students play the games.

2.2.6 Teaching Vocabulary for Junior High School

Most of junior High School students are not so good in vocabulary mastery. When the researcher discussed with the English teacher of Junior High School Students, it was said that most of students get difficulties in exploring their idea in some aspect; reading, speaking, writing and listening. One of the reasons was the students' lack of vocabulary.

Abd. Waris, *et al.* (2013: 1) stated that "English has been learned by students of junior high schools for many years. They have learned language skills: reading, writing, speaking and listening. In addition, they also have learnt language components: vocabulary, pronunciation, and grammar to help them develop their language skills".

In Indonesian's school there is no special subject to learnt vocabulary. Teaching vocabulary integrated with other skill such as listening, speaking, reading and writing. Focus of teaching vocabulary at Junior High school are to increase students' vocabulary and able to use vocabulary with appropriate of contexts.

As Harmer (2001: 38) stated that young learners especially those up to the ages of eleven to fifteen learn differently from older learners, adolescents, and adults. They easily get bored; lose their interest after ten minutes or so. In other words, after several minutes, the junior high school students will lose

their focus. Therefore, the teacher has to find the technique to make the students keep focus along the lesson.

As a solution, the students, between ages eleven to fifteen, have to be provided an enjoyable activity in learning which is able to keep their focus longer in order to not make the student feel bored. Moreover, it will have influence to ease them to master vocabulary. Therefore the teachers should choose the best method which is capable to lead the students to have good understanding of the vocabulary that will be taught.

According to Kusrini (2012:3) stated that, there are some roles in teaching vocabulary, those are:

- a. New vocabulary items should be introduction in known structures.
- b. Vocabulary should always be thought in normal speech utterance.
- c. Whenever a familiar word is met in a new context, it should be taught again and practiced.
- d. Vocabulary items should be taught in the same way we teaching everything else. Teacher gives our students an understanding of the meaning in many ways. Vocabulary items should be introduced many times with all the language focus and in all situations in which they can logically be used,
- e. Students should be encouraged to learn and use nouns, verbs, adjectives and adverbs which contain the same toots. There are so many factors influencing teaching and learning vocabulary. Some of them are teaching methods and teaching media. In order to make the

teaching vocabulary successful, the teacher should use challenging and interesting teaching method.

Different student means they have different learning style. Junior high school student is ages which children full of curiosity. Teacher should be able to explain the lesson with an interesting and enjoyable way. That's way the teacher needs to teach by using different method and media.

