CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter presents previous researches, and the theories about review of vocabulary, review of scramble technique, review of word mapping and hypothesis of the research.

2.1 Previous Researches

In this sub chapter the researcher will discuss the previous study from other study which have similiarites with the researcher's study.There are some previous researchers as comparison of this research.

The first research conducted by Utami (2017) entitled " *The Effectiveness of using word mapping strategy in teaching vocabulary. (An Experimental Study at the Seventh Grade Students of SMP Negeri 1 Plupuh Academic Year 2015/2016) ".* The objective of this research was to identify the effectiveness of using word mapping strategy in teaching vocabulary for students. The samples were class VIII B as the experimental class and class VIII C as the control class. Both of them consisted of 32 students. Based on the result of computation of T-test showed that word mapping strategy was effective in teaching vocabulary.

The second research conducted by Khoiroh Hidayatul (2019) entitled "*The Effectiveness of Using Scramble Game to teach vocabulary Mastery on Simple Past Tense of The Eight Grade Students at SMPN 2 Banyu Biru".* The objective of this research was To find out the effectiveness using Scramble Game to teach vocabulary mastery on Simple Past Tense of the eighth grade students at SMP N 2 Banyubiru. This research was a quasi experimental

research. The result showed that using Scramble Game gave strong effect on students' vocabulary mastery.

The third research conducted by Fahmiati (2016) entitled " *Improving Students' Vocabulary Achievement Through Word Game (A Classroom Action Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016)".* In this research she used word game to improve students' vocabulary. The research design of this study was Classroom Action Research. The result of this study shows that in the pre cycle the students'average score is 55.6. In the first cycle the students' average score is 59.4. In the second cycle the students' average score is 78.3. From pre cycle, first cycle and second cycle. The average of students score is always increasing. It means that there is an improvement of students' vocabulary achievement after being taught using Word Games. In conclusion, Word Games are effective to improve students' vocabulary achievement.

The fourth research conducted by Aditya (2016) entitled "*The Effectiveness of Scramble Method in Teaching Writing Procedure Text to The Seventh Grade Students at SMP Muhammadiyah 1 Purworejo in the Academic Year 2015/2016".* In This research the writer used scramble method in teaching procedure text. The instrument that is used to get the data are spoken and written test. The techniques of analyzing the data are descriptive statistics in finding mean, standard deviation, mode, median; and inferential analysis is used to prove the hypothesis test. The result showed that using scramble method was effective in teaching writing procedure text at.

The fifth research conducted by Rikko Karendra, Ari Nurweni, (2017) entitled " *The implementation of word mapping strategy to increase students' vocabulary mastery at the first Grade students of SMA N 1 Rumbia Lampung Tengah*". This research was a quantitative research in which one-group pretest-posttest design was applied to see the significant difference before and after the implementation of word mapping strategy. The result of the data analysis revealed that there was a significant improvement on the students' vocabulary mastery after the students were taught through word mapping strategy.

Based on the previous studies above, it can be concluded that the use of scramble Method and word mapping is effective to improve students' vocabulary. So, the researcher will conduct a research that aims to improve students' vocabulary by using scramble method and word mapping.

The similarity in this research with the previous studies is that students' vocabulary as the concern. This research also has some differences with the pervious studies. The objective of this research focus to find out the significant differencess between two method, while in the previous study just focus with one method. The other differences are about the participants, location, school, time and material.

2.2 Related Theories

2.2.1 Review on vocabulary

a. Definition of vocabulary

In the learning English, the most important thing that should be learned is vocabulary because without vocabulary we cannot write, read, listen, and speak. Besides that, we cannot understand about the meaning of words.

According to Alqahtani (2015:24) vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Hornby (1995) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. (Hornby in Ridarma, 2017:20).

In addition, Thornbury (2005) states that words are the basic unit of language to support it". Without vocabulary the person cannot communicate effectively and express idea. It will be better if the students know the meaning of vocabulary. (Thornbury in Utami, 2017 : 27).

b. Teaching vocabulary

Nation (2008:5) states that teaching vocabulary is among the least important of a teacher's job. In this case teachers teach the students to know the meaning of the words based on the context. There are several reasons of this. First, there are many words that a learner needs

to know. Second, learning word is a cumulative process that requires meeting words. Third, teaching words need to be limited in scope. Finally knowing words well involves knowing a range of aspect of word, including the meaning, form and use..

According (Thornbury in Utami, 2017:28) in teaching vocabulary, there are many ways which can be used by the teacher in presenting the material. They are:

1. Translation

   The easiest to where improve the meaning of difficult words.

2. Explanation

   The ways where the teacher has revealed the words to the students and explain them.

3. Synonym

   The teacher gives words which have same type and the same general meaning. Example: cleaver = bright, important = significant.

4. Antonym

   The teacher gives words which have different meaning. Example: happy = sad, Beautiful = ugly.

5. Showing the real object

   The teacher shows picture and explains them about what happen in the pictures or things that are in the pictures.

Furthermore, teaching vocabulary for young learners, in this research is junior high school. the teacher should have more attention for them in teaching and learning process. The teacher should understand the condition and situation of the students before the teacher teach them. In addition, (Suyanto in Cahyani, 2016:18) states learners can be done as follow:

1. Introducing

   The teacher introduces the new words by using the picture or the real object clearly and correctly.

2. Modelling

   The teacher gives some examples by practicing as the model.

3. Practicing

   Teacher trains the students to imitate.

4. Applying

   The students apply in the suitable condition by using teacher's help.

c. The strategy of teaching vocabulary

Vocabulary is the important aspect in teaching English, it is important that those working with young readers help foster their development of a large "word bank" and effective vocabulary learning strategies. Vocabulary building techniques benefit all learners, but have been shown to be critical for learners with limited personal experience.(Utami, 2017:29).

Accoding to Blachowicz and Fisher (2004) in (Utami, 2017:29) one way to students own the words as follows:

1. Develop word awareness and love of words through word play

    Several of the strategies and activities in this booklet focus on this aspect of vocabulary development. Too often, in an attempt to cover as much content as possible, we forget to give our students the opportunity to play with words. We forget that while they play with words, students create meaning.

2. Build strategies for independence

    Helping students learn to understand vocabulary by using context clues, word parts, and, yes, even dictionaries can lead to word ownership. However, teachers need to explicitly teach students how to use these tools to develop the skills needed to make use of context clues, word parts, and dictionaries.

3. Engage students actively with a wide range of books

    Exposing students too many forms of literature in a variety of ways including reading aloud to and with themhelps students develop broad vocabularies.

2.2.2   Review on Scramble Method

a. Definition of Scramble Method

    In learning, today known various models of learning. One of cooperative learning model is Scramble technique. This technique is expected to make the students interest in learning

english. And here we will try to decipher the notion of cooperative learning model Scramble according to experts.

According to Shoimin (2014:166) Scramble is a game arranging the words and letter which has been randomly located to create the word that has meaning". This game is applied to develop the insight of vocabulary thinking. Huda (2016:303) states that Scramble is one method of learning that can improve students' concentration and speed of thought.

This method requires students to combine the right brain and the left brain. In this method, they not only asked to answer the question, but also to guess quickly answer questions that are available but still in random conditions. The accuracy and speed of thought in answering the question becomes one key of the Scramble learning methods. Scores of students are determined by how quickly the questions be done.

Damayanti (2010) states that scramble learning model is a learning model that uses suppression exercises were done in groups that require cooperation between members ofthe group with critical thinking so that it can be easier to search for problem solving. Scramble learning model is a learning model that provides a booklet and answer sheet accompanied by alternative answers provided. Students are expected to look for answers and ways of settlementof the matter. (Damayanti in Fahrizal, 2019:27)

b. Types of scrambel technique

Scramble method is learning method that can improve students' concentration of tought. They have to answer the questions that is still arranged randomly (Aditya, 2016). The are some types of scramble , such as:

1. Scramble word: is a game to arrange the words and letters to form a specific word that has a meaning. For example: t-u-s-e-t-n-d = student.

2. Scramble sentence: is a game to arrange random words to form a specific sentence. The sentence should be logically, meaningful, appropriate, and correct. For example: went – i – school – to – yesterday = i went to school yesterday.

3. Scramble discourse: is a game to arrange a discourse based on random sentences. The result of the arrangement shoulde be logically and meaningful. For example:

- His name is browny.
- The name reminds me of my best friends' nickname when i was in elementary school.
- I have a dog
- He has his own kennel.
- It is made of wood.

The answer: "I have a dog. His name is browny. The name reminds me of my best friends'nickname when i was in

elementary school. He has his own kennel. It is made of wood."

c. Procedure of scramble technique

According to Shoimin (2014:167) there are three procedures of doing Scramble Game, those are Planning, Main Activity, and Evaluation. The three procedures were explained below:

1. Planning

In this step, the teacher prepares all the materials and media in the teaching-learning process. The media is the question card and answer card which have been arranged randomly before. Teacher make the cards as many as the group that has been divided. Teacher arrange all things that support the teaching-learning process, like the seating arrangement.

2. Main activity

In this step, each group has to discuss to answer the question and find the right card. The teacher asks the students to share their reason for choosing the card logically.

3. Evaluation

The evaluation depends on the students' learning outcomes. There is much evaluation that can be applied by the teacher, the examples are:

a.) Perfect the arrangement of the text if there is an improper arrangement.

b.) Find the meaning of new vocabularies in the dictionary.

In other hand, Fahrizal (2019:29-30) stated that there are some steps of scramble game;

1. Teachers deliver lessons all the goals to be achieved in these lessons and motivate students to learn Teacher deliver learning objectives to be achieved and provide motivation to the studentsabout the necessity of studying this material.

2. The teacher presents information to present information to students by way of demonstrationor reading material through Teacher deliver material.

3. Organize students into cooperative groups The teacher explains to students how to form study groups and help each group to perform efficiently transition Teachers Preparing sheet containing the questions and answers that have been scrambled, teachers form a group to workon the question sheet.

4. Guiding group work and learning Teachers guide study groups as they work on their assignments the teacher distributes a booklet and give students the opportunity to do it.

5. Evaluation of Teachers evaluate learning outcomes of the material that has been learned or each group presented their

work teacher told one of the students came forward to present their work.

6. Teachers give awards seek ways to appreciate the efforts and results of individual learning and teacher groups provide points for students who answered correctly and for the students who answered incorrectly the teacher gives motivation not to despair.

2.2.3 Review on word mapping

a. Definition of word mapping

According to Graves (2008:56-57) The word mapping strategy is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships. Meanwhile (Widyawati, 2016 : 23) states that A word map is a visual organizer that helps students engage with and think aboutnew terms or concepts in several ways. It is a graphic rendering of a word's meaning. The Mind Map can be applied to everyaspect of life where improved learning and clearer thinking will enhance human performance.

Wardani (2015:134)states that word mapping strategy is a graphic organizer which enables students to expand definition of words. In other hand, The Word Mapping Strategy is an instructional vocabulary strategy developed to help students learn how to predict the meaning of unknown words (Harris, et al 2008)

from the explanation above, the researcher assumed that word mapping strategy was an appropriate strategy to be implemented to Senior high school students to help them in finding new vocabulary. Word mapping also gives the different situation for students in learning english, especially vocabulary.

b. Procedure of word mapping

In teaching vocabulary, Word Mapping technique is considered as the one of appropriate and applicable techniques used by the teacher in the classroom, particularly in building up a large store of words in order to arrange a sentence. Word Mapping technique is a graphical tool for organizing and representing knowledge that shows the three elements of a definition which includes (1) the category to which the word being defined belong which can be discovered by a question "what is it?", (2) some characteristics of the main word that can be discovered by a question "what is it like?", and (3) some examples of the main word (the illustrations). The students need to have some understanding of what a definition is and how it works before they can give the meaning of a word on their own way by the use of the concept of definition map or word map.(Melieta, 2016 : 3).

According to Nation (2008:95) bellow are the steps to use word mapping in teaching vocabulary:

1. The teacher writes the topic of piece of writing in a short form in the middle of the board, for example Energy .
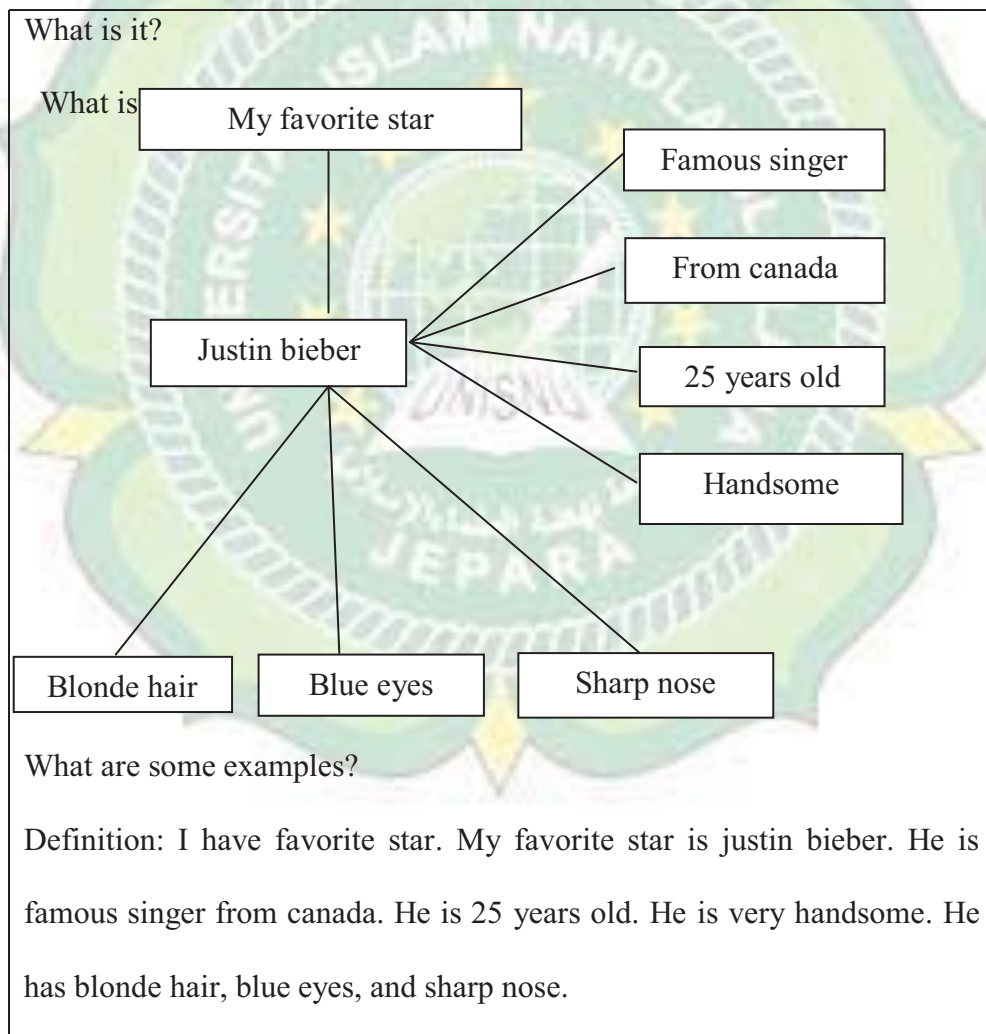
2. The learners then suggest ideas that they have about energy and the teachers notes the most important words and phrases from these ideas on board radiating out from the topic. If ideas are slow in coming the teacher can give some guiding questions, such as what are the different kinds of energy? What energy sources do we use when we drive a car?

3. After a resonable number of words and phrases are on the board and these covers the main ideas, the teacher and learners then suggest how these ideas could be sequence in a piece of writing.

4. If the teacher wants to make sure that the words or phrases are actually remembered, the teacher tells the learners to look at the board for a minute and then cleans the boad. The learners then come up one by one to reconstruct what was on the board, or tell the teacher what to write and where.

Meanwhile, (Schwartz & Raphael in Widyawati, 2016) designed the word mapping in teaching vocabulary, the procedure are as follows:

1. Show students an overhead of the vocabulary-mapping organizer. Point outthat in order to develop a meaningful definition, the map needs to contain three relationships: "What is it? What is it like? What are some examples?".

2. To model this strategy, the teacher begins by identifying a familiar word that can be easily mapped. (Examples: actor, animal, famouse place, etc).
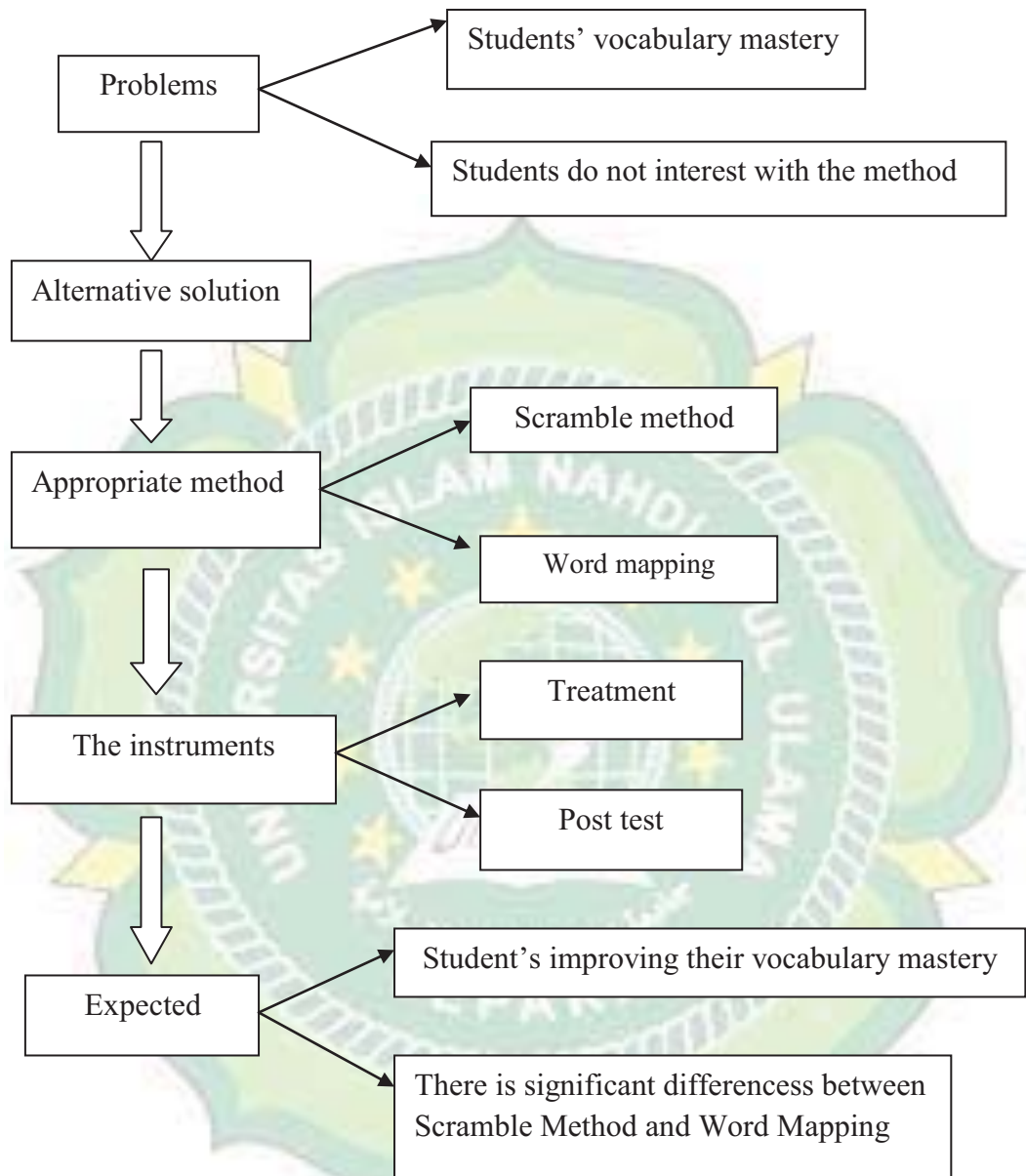
3. The teacher writes the word on map

4. Ask "What is it?" Record selected students' responses on map.

5. Ask "What is it like?" Record students' responses on map.

6. Ask "What are some examples?" Record students' responses on map.

7. Explain to students that the definition now includes properties, categories, and examples.

Figure 1. An illustration of word mapping

What is it?

What is

| My favorite star |

| Famous singer |

| From canada |

| Justin bieber |

| 25 years old |

| Handsome |

| Blonde hair | | Blue eyes | | Sharp nose |

What are some examples?

Definition: I have favorite star. My favorite star is justin bieber. He is famous singer from canada. He is 25 years old. He is very handsome. He has blonde hair, blue eyes, and sharp nose.

2.3 Conceptual Framework

Table 1. Conceptual Framework for the Research

This study is aimed to see the differences in students learning result from using various strategies; scramble method, word mapping, and conventional method in improving students' vocabulary at tenth grade of MA Darul Hikmah Menganti. In fact, the researcher found that the students have difficulties in

learning vocabulary. Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date forgiving new word. They can do anything they want to improve their vocabulary mastery

English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. It also means that learning speaking, writing, reading, and listening cannot be separated from learning vocabulary. It means that all cannot go without vocabulary. Vocabulary is one of some important parts for mastering. Students can describe everything what they think without using grammar, but they can express nothing without vocabulary.

There are many techniques in teaching vocabulary, The researcher gives alternative for the problem in teaching vocabulary by using scramble method and word mapping. Scramble method and word mapping are the powerful approaches in teaching vocabulary because it engages students in thinking about rearrange the word and also word relationships.

The researcher assumes that it will effective to make students interesting and feel enjoy to studying the lesson and motivate the students to improve their vocabulary.

2.4 Hypothesis

Sugiyono (2016:96) states that hypothesis is a temporary answer to theFormulation of the research problem whichthe research formulation of theproblem has been expected in the form of a question sentences. The hypothesis is a logical assumption relationship between two or more variables expressed in the form of a testable statement. The assumption on the basis associations established in the theoretical framework formulated for the research study.

Based on the definition above, the hypothesis of this study is formulated as follows:

1. H0 : $\mu1 = \mu2$ or there is no significant difference between the mean score of scramble method and word mapping inimproving students' vocabulary mastery.

2. Ha :$\mu1 \neq \mu2$ or there is significant difference between the mean score of scramble method and word mapping inimproving students' vocabulary mastery.