

CHAPTER II

REVIEW OF RELATED LITERATURE

There are four parts that will be discussed in this chapter. They are previous research, theoretical review, conceptual framework, and hypothesis.

2.1 Previous Research

To see whether there are relevant research related to the title discuss, there are several related studies about the variables use in this research :

First, the research was done by Saputra and Hadi (2019), entitled “Teaching Vocabulary through Fly Swatter Game”. The research used qualitative method with the design of the pre-experimental study. The objective of this research is to know whether fly swatter game can give influence toward students’ vocabulary mastery. The subject of this research was grade VII-2 of SMPN 9 Tangerang Selatan in the academic year of 2018/2019, which consisted of 42 students. The data from pre-test and post-test were analyzed statistically using spss 16. The finding of this research was the students’ pre-test mean score was 45.4 and the students’ post-test mean score was 86.6. The result of t-test was 21.55 and significant (2-tailed) was $0.00 < p (0.05)$. The hypothesis (H1) was accepted, which means there is a significant difference between pre-test and post-test scores of the experimental group. It can be assumed that applying fly swatter game in teaching english vocabulary to 7th grade students of SMPN 9 Tangerang Selatan is effective.

Second, the research was done by Zeni Safirah (2016), entitled “Improving Vocabulary Mastery through Vocabulary Cards of Grade VII Students at SMP Institut Indonesia Yogyakarta In The 2015/2016 Academic Year”. The research was Classroom Action Research (CAR). The subjects of the research were the VII B students of SMP Institut Indonesia Yogyakarta in the 2015/2016 academic year. The aim of this research is to improve vocabulary mastery through vocabulary cards of Grade VII students at SMP Institut Indonesia Yogyakarta in the 2015/ 2016 academic year. There were two types of data used in this research are qualitative data and quantitative data. The qualitative data were in the form of field notes, which were collected by conducting classroom observations and using observation checklists as the instrument, interview transcripts, which were collected by interviews using interview guidelines as the instrument and photographs, which were collected by documenting study using a smartphone camera as the instrument. The quantitative data were the students’ scores of pre-test and post-test. The students’ scores were analyzed quantitatively using descriptive statistics. The steps of the study were planning, implementation, observations, and reflections. The result of this research is that the use of vocabulary cards to teach vocabulary could improve the students’ vocabulary mastery at SMP Institut Indonesia Yogyakarta. The results of the research show that there is improvement of the students’ vocabulary mastery through the use of vocabulary cards. The improvement was also supported by the students’ average score of post test which increased to 68.8 from the average score of pre-test which was 49.3

Third, the research was done by ImasFebriyansyah (2015), entitled “Improving Students’ Vocabulary Mastery through Bingo Game for Grade X of SMAN 4 Purworejo in Academic Year of 2014/2015”. The objective of this reasearch was to improve the vocabulary mastery of Grade X students of SMAN 4 Purworejo through Bingo Game in academic year of 2014/2015. This research was Classroom Action Research (CAR). The research was done in two cycles, each cycle consisted of three meetings. The steps of the research were planning, action and observation and reflection. The population of this research were 28 students of XII S3 class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, interviewing the students and the teacher, holding the discussion with the teacher, and taking photographs of the teaching learning process. The quantitative data were collected from questionnaires and the students’ vocabulary score of pre-test and post-test to know the improvement of the students’ vocabulary mastery. The instruments for collecting data were interview guidelines, observations checklist, questionnaire, field notes, and a camera. The research result showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students’ vocabulary score in the pre-test and post-test (64,3 to 89,1).

Fourth, the research was done by Andriani and silaban (2017), entitled ”Using Fly Swatter Game to Improve Students’ Vocabulary Mastery at Grade Eight SMP Dwi Sejahtera Pekanbaru”. The purpose of this reaseach was to improve students’ vocabulary mastery in short functional text by using fly

swatter game using Classroom Action Research (CAR). There were 30 students as participants. The instruments were test, observation, field note, and interview. This research consisted of one cycle in which each cycle consisted of five meetings and one test. After conducting this research, it was found that the students' vocabulary mastery in short functional text was improved in cycle 1. the average score was 83.67. The improvement was influence by some factors such the students' enjoy in everysingle step,using flyswatter game could make the students more active, easy to memories some vocabularies, the teacher was explained the material clearly using media, and classroom condition very support the activities . It could be concluded that flyswatter game could improve students' vocabulary mastery in short functional text.

Fifth, the research was done by Asfiatul Muadah (2019), entitled "Improving Students' Vocabulary Mastery by Using Fly Swatter Game". The purpose of this research was to describe the students' profile in vocabulary mastery, to know and to find out the implementation of fly swatter game in improving students' vocabulary mastery and to measure the improvement of the students' vocabulary mastery by using fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. This research was Classroom Action Research (CAR) consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The populatin of this research is IV C class, which consists of 22 students. The technique of collecting data was the observation, test and documentation. The finding of this research shows that (1) The students'

profile in vocabulary mastery of IV C grade of MI Negeri 1 Semarang was medium. It seemed at interview with the English teacher. (2) The implementation of fly swatter game in improving students' vocabulary mastery for the fourth grade of MI Negeri 1 Semarang runs well that is almost all of the students' are enthusiastic to follow the lesson. (3) The improvement of the students' vocabulary by using fly swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase. There was 22.2 % of mean score improvement from the cycle I, and there was 22.8 % in the cycle II. The improvement of the students' mean score from pre-test to the post-test of the second cycle was 50 %. In the pre- test were only 10 students who passed the KKM. Meanwhile, in the post-test of cycle I there were 18 students who passed the KKM or 81.81%. Next, in the finding of post-test in the cycle II, there gained 19 students or 86 % students who passed the *KKM* in which there mean score of vocabulary were 87.36. So, it achieved the criteria success. The researcher concluded that there is a significant influence of using fly swatter.

Considering the previous research above, the researcher used a fly swatter game to improve students' vocabulary mastery at the seventh grade of MTs Darul Ulum in Academic Year 2020/2021. Because some research concluded that fly swatter game can increase students' vocabulary mastery. Besides, this technique can emphasize the students in the learning process. The different between this research and other previous research is this research use a quasi- experimental design which involved experimental class and control class. The data of this research are using test, pre-test and post-test. This research conducted in the seventh grade in Junior high school of MTs Darul

Ulum Purwogondo in Academic Year 2020/2021. Therefore, the researcher will use fly swatter game as a technique to improve the students' vocabulary mastery in teaching and learning process. So, this games can make the students are more interest and enjoy to learn English.

2.2 Theoretical Review

2.2.1 Definition of Vocabulary

Webster (1998: 327) explained that vocabulary is a list of group of words and phrases, usually in alphabetical order. In Oxford Dictionary, vocabulary is all the words in a language or all the word that a person knows or use. Neuman&Dwyer (2009) in Alqahtani (2015:25) stated that Vocabulary can be defined as “ words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Alqahtani, 2015:25).

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can not communicate effectively or express ideas. If a learner doesn't know how to develop their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing (Nasution, 2014). In addition, Hanson and Padua (2011) stated that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must

be able flexibly to use words that we recognize and understand. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language.

From the definition above, researcher conclude that vocabulary is one of components language that have important role to know because without understanding and knowing the vocabulary, basic skill in English cannot be used at all and can not communicate effectively or express his/her ideas both oral or written form.

2.2.2 Types of Vocabulary

There are many types of vocabulary according to some experts. According to Nation (2001) in Imasfebriyansyah (2015) there are two kinds of vocabulary namely receptive and productive vocabulary. The types of vocabulary will be discussed below :

1. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process because the learner only receives thought from others. Receptive vocabulary refers to the words we understand through reading and listening.

2. Productive Vocabulary

Productive vocabulary is words that learners understand and can pronounce the words correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. Productive vocabulary refers to the words we use to communicate through speaking and writing.

Different from Nation (2001), Wiji (2013) classified the types of vocabulary into four groups as follows :

1. Function words

Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, much, many, some, this, that,), conjunctions (and, but, or, because and after), pronouns (I, you, him, her and them), auxiliary verbs (are, be, have and do), prepositions (in, at, on, during and until), modals (may and could), and quantifiers (some and both). (Wiji, 2013)

2. Substitute words

Subtitute words are words which represent the individual things or specific action as subtitutes for whole form classes of words. In other words, subtitute words are indifinite pronouns such as

anybody, anyone, anything, everybody, nobody and nothing (Wiji, 2013).

3. Distributed Words

Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet. For example, Desi speaks English well and Sinta does too. Too means that Sinta also can speak English well although the sentences does not show immediately that Sinta can speak English well (Wiji, 2013).

4. Content Words

Content words represent the name of objects or things, that is concrete noun (book, chair and pen), an action that is verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp) and adverb (at school and the canteen). (Wiji, 2013)

Based on the statements above, vocabulary has some types on the purpose. This research focused on the content word because content words consist of word that can be associated into and it has various parts such as noun, verb, adjective, and adverb.

2.2.3 Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word “master” that means to become skilled or proficient in the use of, to gain complete knowledge through undersanding (Webster:1979)

Vocabulary mastery is competence to know words and meaning. Schmitt (2000) in Lubis (2017:10) proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical form of the word
5. The collocations of the word
6. The register of the word
7. The frequency of the word

In order to understand the language, vocabulary is importance to be mastered by the learner. vocabulary means a group of words which have been mastered by the students in the process of teaching and learning (Sunarti, 2010). It is same with Mukti (2012) who state that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

From the definition above, we can concluded that vocabulary mastery is an ability to decide, control the vocabulary as a useful tool for communication and catch knowledge in oral and written form. Vocabulary mastery plays an important role and it has to be considered that vocabulary mastery is one of the needed components of

language. In another word, students will get difficulties in mastering any language skill without mastering vocabulary first.

2.2.4 Principles in teaching Vocabulary

In order to make vocabulary learning process more better in Junior High School. The teacher must know the principle in teaching in the class. According to Nation (2013) in (Hadi, 2019:18) there are six principle in teaching vocabulary to learners:

1. Simple and clear. The teacher do not explain to students difficult explanation.
2. Make easy examples.
3. Teach them using oral and written (write it on the whiteboard as the teachers' explanation).
4. Pay attention more to words that are hardly to known.
5. Tell the students if the words is important and will be used in the future.
6. Don't bring up other unknown words of synonyms or antonym.

2.2.5 Definition of Fly Swatter Game

Fly swatter game is one of the game that can implement in teaching and learning process of English especially in vocabulary. In this game, the teacher divided students in two groups. Students play in a small groups and they play the game by using Fly Swatter or in Indonesia called “ alat pemukul lalat”. Students have to guess of teacher' instruction or what

teacher says by hitting the answer in the whiteboard. Students who can find the right answer, spell the word correctly and also know the meaning of the word will get the points and groups which get the high score will be a winner.

According to Rezkiyah (2013: 237), fly swatter game is a game where the students have to get the word in the whiteboard by using the teachers' instruction. This game helps the students to improve their vocabulary and it can be a very useful tool. In this game, students must be creative and active in finding words based on a certain clues. This game is interesting and can change untrue judgment that learning English is difficult and boring.

From the definitions above, I can conclude that fly swatter is a games that the students have to swatt the word in the whiteboard or blackboard based on the teachers' instruction or what the teacher says before. Fly swatter game is effective to apply in teaching and learning process especially on vocabulary.

2.2.6 Procedure of Fly Swatter Game

Before applying Fly Swatter Game in the classroom. There are some preparation that need to prepare as follows :

1. Prepare Material

The first thing that should be prepare by the teacher is material. The teacher prepares lesson plan or *RPP* in Indonesia for the activities of Fly Swatter game. Lesson plan is an important thing

as a guide for the teacher in teaching learning process. Before playing the game, the teacher explains to the students how to play the game using Fly Swatter, then the teacher explains the material they have been learned before. The teacher should prepare the media and the resources to teach and play the game: Fly Swatter, texts/questions, and some words written on the whiteboard (Hadi, 2019:19).

2. Media

After the teacher chooses the material, then the teacher should prepare the whiteboard as the place for the answers. The teacher can also use LCD projector as the teaching tools. The teacher uses whiteboard to place the words. The teacher should make sure that the words on the whiteboard can be seen by the students clearly , so it can make the students easy to find the answer or the word. Besides, the teacher also needs to prepare fly swatters for students to hit the words (the answer is on the whiteboard). (Hadi, 2019:19)

After the teacher prepare all of the preparation. The teacher must to know the procedure in applying this game. There are some procedures that should be followed by the students and the teacher. According to Amanda (2010) in Permadi (2014) the procedures are follows:

1. The teacher asks one of the students from each groups to come forward and stand in front of the class with their back facing the whiteboard so they can't read the words.
2. The teacher gives a fly swatter to students in each groups

3. The teacher gives the instruction or the definitions to the players randomly from the words that the students have been learned before from the material.
4. When the teacher finish reading the instruction, the players at the front can turn around, face the whiteboard and then they have to find the word that is the correct answer. When they find the word,they have to swatt the word with Fly Swatter. The first students that swatt first with the correct answer will get a point for their team.
5. The players have to spell and say what is the meaning of that word. After that, both of the players sit down and change with two new students from each groups.
6. The students can end the game if all the students has gotten a change to play the game. (Permadi, 2014).

This game has three rounds. First and second rounds have same activities. Every student have chance to become a winner of the game. But in the third round, the students work in group and try to win the game together. Students will divided into two or three groups. Every group is given a fly swatter by teacher.

2.2.7 Teaching Implementation of Fly Swatter Game

Fly swatter game is a game that can be used by teacher in improving students' vocabulary. In this research, it will be focus on seventh grade of junior high school students. There are three steps

implementation in using fly swatter game in teaching learning process based on Lubis (2017:14-16) as follows :

1. Pre- teaching activity

Pre-teaching activities are done at the beginning of teaching learning process in class, which is used to encourage students' motivation and make them ready to learn. In pre-teaching activity, there are some activities that will be followed :

- a. Teacher introduces and brainstorms a topic. It helps students to known about topic and present some vocabularies.
- b. The teacher gives some questions to check students' background knowledge about vocabularies that students known after teacher explained the material. After that the teacher tells to students to play a fly swatter game. But before starting the game, the teacher has to tell the procedures and the rules of the game that must be followed by students. The rules of this game are as follows:
 1. Students should not hit another students by fly swatter
 2. Students should not throw the fly swatter to another students
 3. Students should not "block" another player with their body to block them for getting at the word.

2. Whilst teaching activity

In this activity, the teacher recheck students' vocabulary. It is important to do before the game is started. After students are ready, teacher begins to guide them to the game. The game is played during 30 minutes. There are some important points that should be pay

attention along the game. 1) Teacher's role is to determine the successfulness of playing this game. In this game, teacher has several functions they are, teacher as the facilitator, teacher as the leader, and teacher as an instructor 2) Student's role in this game, students are as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the teachers' rules. Moreover, all students must join and participate in this games, so each students have a chance to play the game and answer the teachers' questions and also pay attention to their friends' performance in the game. Besides, students should also keep the situation well during the game is played.

3. Post teaching activity

Post teaching activity is the last activities in learning teaching process, the teacher gives exercises individually to check students' understanding especially vocabulary. Teacher can give them such as to writing a sentences , search the meaning of the word or spelling the word.

2.2.8 Advantages of Fly Swatter Game

According to Rezkiah (2013:241), there are some advantages of playing Fly Swatter Game in teaching and learning vocabulary such as:

1. Fly swatter game is one of the game that does not use a monotonous activities.

2. It is fun for students, because they can learn through playing and it make students easy to memorize a new words.
3. It involves friendly competition and keeps students interested.
4. It make students to practice pronouncing and spelling the words.
5. Students are more active and creative than teacher. Teacher are just to give explanation and corrections about students' answer. (Rezkih, 2013:241)

2.2.9 Disadvantages of Fly Swatter Game

Based on Rezkih (2013:241), there are several disadvantages of using fly swatter game for increasing students' vocabulary mastery as follows :

1. Need more preparation for the teacher to prepare the game for time allocation, such as time to divided a group.
2. The class will be noisy.
3. Some students not care when another students playing the game.

2.3 Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not success in four of skills of English, such as listening, reading, speaking, and writing.

In reach the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also the importance things for students

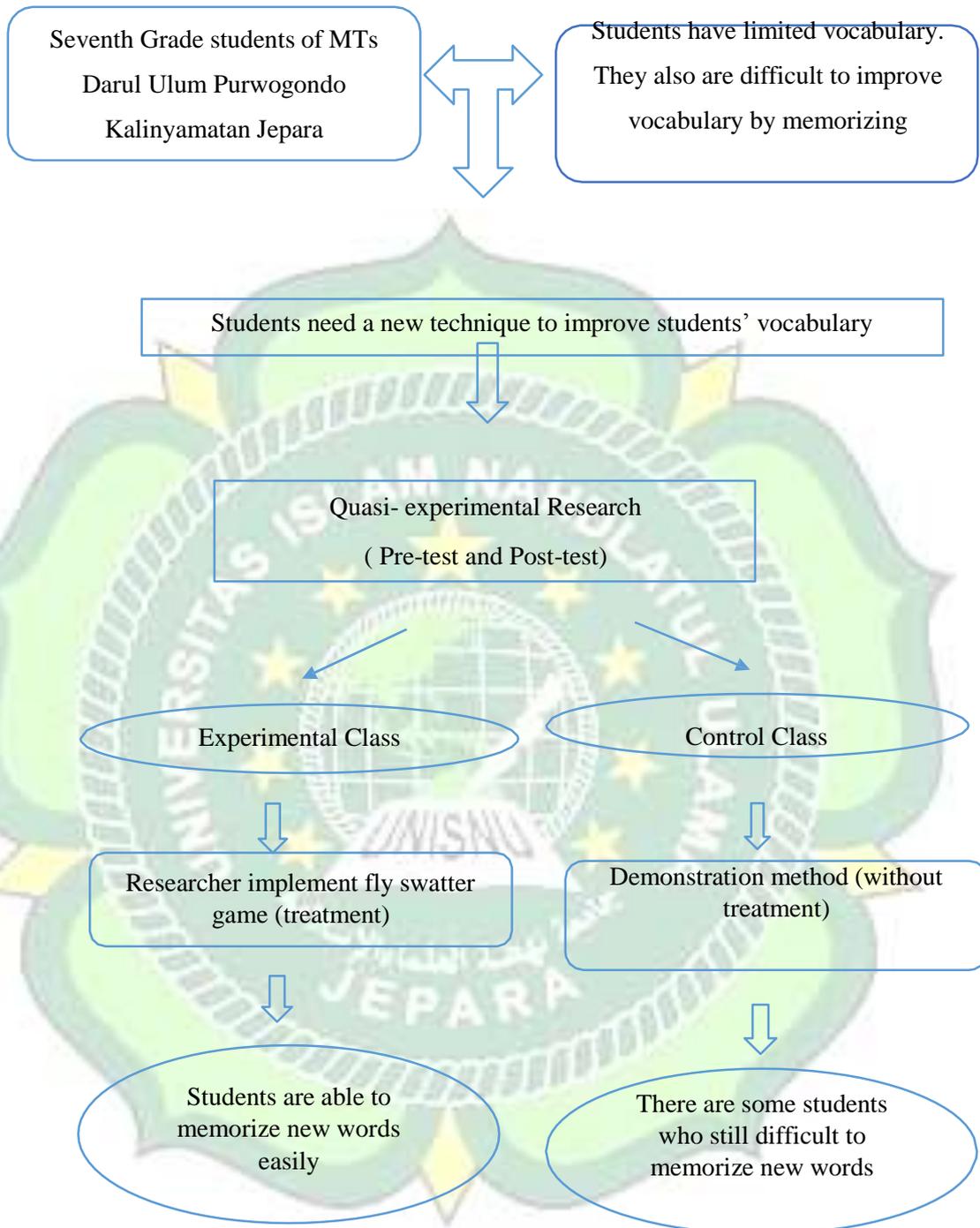
to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous and also students have limited vocabulary. From the reason that explained in background of the research, the researcher will use Fly swatter game to improve students' vocabulary mastery.

Fly swatter game is considered as an effective, interesting, and enjoyable technique to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Fly swatter game must have hard focus and good listening for answer the teacher instruction.

From the picture below, the steps of the research can be seen clearly. In seventh grade students of MTs Darul Ulum Purwogondo Kalinyamatan most of the students have limited vocabulary. They also difficult to memorizing words. It means that in learing teaching process they need a new interesting techiques that can appear their motivation and entusiast. In the research, the researcher choose Fly Swatter Game in helping the students' learning english especially vocabulary. The researcher choose two classes they are experimental class and control class in experimental class the researcher give a treatment is fly swatter game so that students are able to increase their vocabulary and able to memorize new words easily. Besides, in control class the researcher uses a demonstration methode so that some students feel difficult to memorize a new words. Using quasi experimental to find out whether using fly swatter game in teaching learning process is able to improve students' vocabulary mastery or not.

Schematically, the framework of the present research can be seen in the diagram below.

Conceptual Framework



2.4 Hypothesis

The hypothesis of the research was :

a. Alternative Hypothesis (Ha)

There was a significant difference of the students' vocabulary mastery between students who were taught by using fly swatter game and students who were not taught by using fly swatter game.

b. Null Hypothesis (Ho)

There was no a significant difference of the students' vocabulary mastery between students who were taught by using fly swatter game and students who were not taught by using fly swatter game.

