

CHAPTER II

LITERATURE OF RELATED REVIEW

In this chapter will discuss about the previous study and the theories related to this research. It includes vocabulary, vocabulary mastery, Find A Match, and teaching vocabulary.

A. Vocabulary

1. Definition and Importance of Vocabulary

A student's vocabulary is a collection of words that students know and use to make up a language. Vocabulary can be found in dictionaries or other relevant sources. Vocabulary is defined as a language's words, including single items and phrases or chunks of several words that convey a specific meaning. Vocabulary as a basis for mastering a foreign language is mastery of vocabulary. Vocabulary as a basis for mastering a foreign language is mastery of vocabulary. According to Folse (2004), learning a language entails learning many aspects, one of which is vocabulary (John, 2015). Vocabulary is defined as a language's words, including single items and phrases or chunks of several words that convey a specific meaning. Mastering vocabulary for students who are studying a foreign language is very important. Vocabulary is the most common problem in learning languages. McCarthy (2001) explained that for most learners the biggest problem is vocabulary because the biggest part of the meaning of any language is formed by vocabulary, the lack of mastery of vocabulary will be a barrier in the process of learning other language skills that are being

learned such as reading, writing, speaking, listening, and translating (Komol & Sripetpun, 2011). Mastering vocabulary will facilitate the students to deliver their opinions/ideas, also it will be easy for them in choosing the word that they use to speak up. Wilkins (1972) states: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Mazur et al., 2016). Vocabulary is a core component of language skill ability and gives the basis for nicely inexperienced persons to speak, listen, read, and write (Richards & Renandya, 2002). Without gaining knowledge of lots of vocabulary and new techniques in getting to know the vocabulary, students regularly have difficulty in mastering, they are afraid to use language and percentage of their capabilities independently such as listening to the radio, listening to native audio system speeches, the use of language in distinct contexts, studying, and watching tv. (Patahuddin et al., 2017).

According to the statements above, vocabulary mastery is critical for language learners, particularly English learners. Students who have mastered English vocabulary have a solid foundation for learning all skills in English.

2. Kinds of Vocabulary

Based on Thornbury (2002:22) cited in Matondang (2018) there are two kinds of English vocabulary to teach, productive vocabulary and receptive vocabulary. Productive vocabulary, also known as an active vocabulary, refers to the ability of students to use lexical items appropriately in speaking and writing. Students are expected to know how

to pronounce it correctly, as well as to understand and use the grammar. Meanwhile, passive vocabulary or comprehension, which consists of words that people can understand when they read and listen, is another name for receptive vocabulary. Students with knowledge of receptive vocabulary can recognize and comprehend lexical items encountered in reading and listening. For example, when listening to a song and reading the lyrics, students can get new words while understanding what they listen to.

3. Types of Vocabulary

Vocabulary has several types that need to be learned. According to Thornbury (2002) types of vocabulary at least there are nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiners (Syakir, 2020). In this study, researcher only focus on verbs and adjectives.

a. Verb

Almost every sentence requires a verb. Verbs are words that describe an action, occurrence, or state of being and are usually one of the most important parts of a sentence. There are many types of verbs that come in the opposite.

- **Regular and Irregular**

Regular verbs are forms of verbs in tenses, especially in the past tense and past participle by adding -d, -ed, -ing, or -s as a set of accepted standard suffixes. The principal parts of regular verbs:

1. The base form, dictionary terms of a word such as study.

2. The –s form is used in the singular third person in the present tense such as studies.
3. The –ed form used in past tense or past participle as studied.
4. The –ing form is used in the present participle such as studying.

Meanwhile, for irregular verbs, there are no special rules for the form of the verb, there is no -ed or other suffixes in the past tense and past participle.

- **Transitive and Intransitive**

Transitive verbs are verbs that are followed by a direct verb (noun, pronoun, or noun phrase), where the direct object has something that the subject has done in the sentence. For example :

Elizabeth brought her paintings tools.

Mark ate a delicious pepperoni pizza.

Intransitive verbs are the opposite of transitive verbs, where intransitive verbs are not followed by a direct object. For example :

The children slept while adults worked

Airplanes fly.

On the other hand, transitive and intransitive verbs are also used as action verbs and stative verbs because they may or may not have a subject.

b. Adjective

Adjective is a word from the main word class in a language that the function to describe or modify nouns or pronouns in a sentence to

indicate quality, quantity, form, duration, feeling, content, and more.

Some types of adjective:

- Descriptive Adjective

Descriptive adjective refers to nouns and pronouns. This category contains the majority of the adjectives. These adjectives add information and characteristics to the nouns/pronouns they modify or describe.

Example:

*She has a **fast** car*

*Luna is **hungry***

*You are **beautiful***

- Demonstrative Adjective

Demonstrative adjective is a word that directly refers to someone or something. The words including this, that, these, and those.

Example:

***This** bicycle is yours*

***That** building is so gorgeously decorated*

***These** flowers are heavenly*

***Those** cats are cute*

B. Teaching Vocabulary

Previously, vocabulary learning did not receive much attention incidentally in textboxes and language programs. Now the vocabulary status has changed because the notion of a word has been expanded so that it has

been suggested in the initial stages of learning. However, teaching vocabulary not only teaches words but also aspects of vocabulary that allow students to teach and accept them effectively and practically.

Three approaches to vocabulary teaching and learning by Hunt and Beglar, there are incidental learning, explicit instruction, and the development of independent tactics. Teachers must provide opportunities for listening and extensive reading for incidental learning, while explicit instruction entails determining which words students need to know, presenting those words for the first time, elaborating on knowledge, developing fluency with known terms, and developing strategies. Independently, practice guessing from context and training students to use a dictionary is required (Richards & Renandya, 2002).

In the Cambridge English Lexicon, the target words for the context of secondary school learners in EFL were identified as 4500 words. As for students who continue their education in this field as many as 3000 to 5000 words (Richards & Renandya, 2002).

Diamond (2006) identifies 4 components of an effective vocabulary program according to Michael Graves:

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of text containing those words
3. Instruction in independent word-learning strategies
4. Word consciousness and word-play activities to motivate and enhance learning.

One method that is easy to use to attract students' interest in the learning process is games. Teaching vocabulary through games allows to reduce students pressure on the learning and teaching process. Games are also an option to convey material in an interesting and fun way. So that it can help students learn and retain new vocabulary easily. In addition, student interest will generate motivation to always be involved in learning activities (Purbaningtyas, 2019).

C. Vocabulary Mastery

The term of vocabulary is defined by an expert in many ways. These definitions, in general, share the same core or idea, which is the number of words used for communication. Longman states that vocabulary is a list of words that are usually arranged alphabetically and accompanied by an explanation of the meaning of each (Rasuan, 2017). So broadly speaking, vocabulary is knowledge of words and their meanings as elements of a language used in speaking, listening, reading, and writing.

The word mastery itself means great skill or complete knowledge. Banhart said that mastery is a very high level of skill or knowledge. According to Webster, mastery is the ability or knowledge in a subject that makes a person able to master it (Rasuan, 2017). So mastery is not only knowledge but also the practice of that knowledge.

Vocabulary mastery is essentially a person's ability to use and understand the words of a language that they have learned or heard in specific situations that they encounter (Matondang, 2018). When students recognize a word they will learn to master it then they will remember and the meaning. So it can be

said that vocabulary mastery is knowledge of words in a language. The ability of students to produce and understand words in their daily lives is an indication of their vocabulary mastery.

D. Find A Match

There are many method or strategies used in teaching and learning vocabulary, such as card games, board games, bingo games, pictorial games, and others. These games aim to help students learn words in context and use them in new ways. Wright (2006) says that "encourage, entertain, teach, and promote fluency."

Find A Match are one of many types of make a match. It is a game of pairing an object such as a word or picture with another object that has a connection. Wahab (2007) explains that the game of matching or matching cards or pictures with the appropriate pairs is a class activity that covers the whole. Where to find pairs of cards or pictures that match all students must circulate in the classroom (Hayati, 2021). This game is also almost the same as the guessing game. According to Allen cited in Muslimin (2017), guessing games can create conditions for players to make correct guesses the use of target language is required. This Find A Match can be a method in a technique to learn vocabulary in a fun and enjoyable way.

1. The Steps to Apply

The steps for implementing the Find A Match card in learning according to Wright et.al (2006), are as follows:

- a. The teacher prepares a set of approximately 10 pairs containing a word for each pair of students.

- b. Give the cards to each student.
- c. Ask students to look at the cards they got.
- d. Instruct students to find the owner of the card that matches their cards.

2. The Advantages of Find A Match

Some of the advantages of Find A Match, according to Huda (2013) cited in Matondang (2018) as follows:

- a. Match-making is a learning activity that can improve students' cognitive and physical abilities.
- b. Find A Match makes learning fun.
- c. Matching can increase student motivation and understanding of the material.
- d. Can train students to be more confident in making presentations.
- e. Can also train students to be more disciplined and appreciate learning time.

3. The Advantages of Find A Match on Vocabulary Mastery

According to Steven J. Davies (2010), as cited in Rasuan (2017), using the Find A Match card, students are trained in the following skills:

- a. Students can identify words that have the same meaning and opposite meaning.
- b. Students will realize that there are words that have different meanings even though they sound the same.
- c. Students can recognize basic words, prefixes, and suffixes to determine the meaning of words.

- d. Students can identify and explain the characteristics of defining the genre, language, and elements of literacy.
- e. Students can identify the appropriate informal materials to be used in certain situations.

E. Previous Study

Research that has been done by Nikmah, R.D. et al. (2018) entitled “The Effectiveness of Make a Match Technique in Teaching Vocabulary.” This study is conducted on 30 students in the eleventh grade at SMA Muhammadiyah 2 Medan. Using a pre-experimental design, this study demonstrates that there is a significant difference between the pre-test and post-test results. This difference indicates that a match is effective in teaching vocabulary. In addition, this research proves that make a match technique a good technique to use in learning vocabulary, because it increase self-direction for students.

The research that has been carried out by Ruzki Fatmawati (2020) in her thesis entitled "The Influence Of Using Matching Game Toward Students' Vocabulary Mastery At The First Semester Of Eighth Grade Of SMP PGRI 1 Palas South Lampung In The Academic Year Of 2020/2021." With the quasi-experimental method, both the results of the pre-test and post-test as well as the analysis that has been carried out show that matching games in teaching and learning vocabulary can be improved and better than using the translation technique. In addition, matching games can also increase students' attention, focus, and enthusiasm in learning.

Research conducted by Matondang, et al. (2018) entitled "The Use Of Word Matching Game To Improve Student's Vocabulary Mastery Of The First Grade Students Of SMP Santo Petrus Medan." The results of the Classroom Action Research (CAR) research design show that the use of word-matching games is effective for learning English, particularly in improving vocabulary mastery. Furthermore, students are more engaged and interested in learning vocabulary by playing word-matching games. Although in its application there were some obstacles because students became louder so they did not listen to the instructions given by the researcher.

Based on the studies above, it can be concluded that matching games are effective in learning English, especially in improving students' vocabulary mastery. Although there are differences in the research above, (1) in the study of Nikmah, R.D. et al. using a pre-experimental design of quantitative research methods and matching games applied to student in senior high school. (2) in Ruski Fatmawati's thesis, the reasearch desigh that she use is quasi-experimental. She applied matching games in direct classroom learning. (3) Matondang, et al. in his research used Classroom Action Research (CAR) design from qualitative research methods and applied matching games in classroom learning directly.

However, based on the research above, matching games make students more interested and active in learning vocabulary. In addition, matching games also make students more focused and easier in learning and mastering vocabulary.