

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

There are a various definitions of vocabulary. One of them is Richards (2002:255) state that vocabulary is the core component of language ability and provides much of the basic for how well learners speak, listen, read, and write. Then, Hatch and Brown (1995:1) state that vocabulary as a list of target language words for particular language or a list of word that the individual speaker might be. From the definitions above, we can conclude that vocabulary is core component of language or list of words which is used as the basic for how learners speak, listen, read, and write.

Without extensive vocabulary and strategies to get new vocabulary, learners often achieve less than their potential and they will have difficulties to communicate with others. When the learners only know about the form and the meaning of the words, but they can't to implement the words in the sentences, so their vocabulary will be useless. Because, we know that if we want to master language skills such as listening, reading, speaking, and writing, the first thing that should be learned and known is vocabulary. Without vocabulary, the students cannot understand and speak English well, because they do not know the meaning

of the words. That is why teaching vocabulary is very important for the students. So the students should get much number of words and should know how to use them accurately.

2. The Importance of Vocabulary

Vocabulary is very important to help the learners in mastering English language. They will easily to learn English language if they have enough vocabulary. The learners have to develop their mastery in vocabulary, so they can speak or understand the language, they can write or make some sentences, and they can express their ideas to communicate with others. Without mastering vocabulary, the learners will difficult to master English language or they cannot communicate well.

Harmer (2002:13) state that without grammar very little can be transferred, but without vocabulary nothing can be transferred. It means that even the learners don't have a good grammar but the learners may be able to speak and understand the language if they have a lot of vocabulary. We know that vocabulary is the core competence in language component and the learners should master vocabulary so they will be able to use the language verbally and non verbally.

3. Kinds of Vocabulary

Besides, we know about the definition of vocabulary, it is important for us to know the kinds of Vocabulary. Hatch and Brown (1995) said that there are two kinds of vocabulary namely receptive vocabulary and productive vocabulary.

a. Receptive vocabulary

Receptive vocabulary is words which the learners recognize and understand when they are used in the context, but cannot produce correctly. Receptive vocabulary is much larger than the productive vocabulary and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. In receptive vocabulary the learners recognize when they see in reading text but do not use it in speaking and writing, because the learners only as a hearer. The point in receptive vocabulary is that prediction, because here the learners have to predict what is the content of the text or phrases or few words that have been given by the teacher.

b. Productive vocabulary

Productive vocabulary is the words that the learners understand and be able to pronounce correctly and use in speaking and writing. Productive vocabulary also called active process, because the learners can produce the words to express their thoughts to the others. Productive vocabulary is needed from receptive vocabulary to make the learners able to produce speaking and writing competence related with the context.

4. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should pay attention in teaching. According to Lado as cited in Mardianawati (2012:11), the vocabulary aspects consists of meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

In learning foreign languages, students should know the meaning of the words. Knowing of the words will make students easier in using it to communicate in written or oral.

b. Spelling

In learning vocabulary, spelling is very important since it can help in reading activity. It can tighten the connection between sounds and letters. Students should be relaxed about spelling, if not, it will inhibit their writing. They will be less willing to write out their assignments. In learning English vocabulary, students have some spelling problem, for example the letter (I) is not always pronunciation /I/. So, an English teacher should pay attention to student's spelling.

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is related to the spelling so it is difficult to be learnt. Good pronunciation help receiver easier to communicate.

d. Word Classes

Word classes are categories of words. Word class is an important feature in semantic analysis. Word classes are categories of word such

as noun, verbs, adverbs, adjectives, and preposition. The classification of the words of a language depends on the function in communication. Nouns can occur in certain places in sentence and serve certain functions. Verbs are also occur in certain places and have special function. Thus, word class membership is an important lexical feature.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning. Word use may also involve grammar and thus become the subject of profound analysis.

5. Teaching Vocabulary

Vocabulary is very important for the students, because with vocabulary the students can express their ideas both in oral and written. Teaching vocabulary is an activity to get some new words to improve the language. Before teaching the students, the teacher should make the lesson plan to consider how to present vocabulary in the class. The learning of vocabulary is a process that continues, because learning words is like keeping a house clean, the cleaning or learning can be done in one day but needs doing again in the next.

In order to make vocabulary learning process better in Junior High School, the teacher should follow some aspect in teaching vocabulary.

According to Wallace as cited in Aulia Nurul (2013:2) explains that teaching vocabulary has to be based on the following things :

a. Aims

The aims have to be clear for the teacher. The teacher should decide how many things listed does the teacher expect the learners to be able to achieve the vocabulary and what the kinds of the word that will be learned by the students.

b. Quantity

The teacher should decide on the number of vocabulary that will be learned. If the number of vocabulary too large, so it can make the students confused. It thats why the teacher should decide the number of vocabulary.

c. Need

The teacher has to choose the appropriate new words that the students need for communication.

d. Frequent exposure and repetition

Frequent exposure and repetition, it means that the teacher should give much practice on repetition so the students can master the target words well.

e. Meaningful presentation

The learners should know a clear and specific understanding what the words refers to. The words is presented in such a way that is the meaning of the words are perfectly clear and not ambiguous.

f. Situation and presentation

The choice of the words can be different depending on the situation in which we are speaking, how well we know the person, and to whom we are speaking (from informal to formal).

B. Fly Swatter Game

1. Definition of Fly Swatter Game

Fly swatter game is one of the games in vocabulary learning. In this game, students play in a small groups and they play the game by using Fly swatter or in Indonesia is called "*alat pemukul lalat*". In Fly Swatter Game the students have to guess what the teacher says by hitting the answer in the whiteboard. The students who can find the right answer will get the points. Then students have to spell and say what is the meaning of that word.

Schmenk (2001:3) states that Fly Swatter is a game where the students have to get the word by swatting the words in the whiteboard. Helena (2013:3) Fly Swatter Game is a kind of activity that students do in the classroom by using fly swatter, and the students use it to hit the word on the whiteboard that teacher says before.

From the definitions above, we can conclude that fly swatter is a games that the students have to swatt the word in the whiteboard based on the teacher instruction or what the teacher says before.

2. The Advantages of Playing Fly Swatter Game in Teaching and Learning Vocabulary

According to Helena (2013:241), there are some advantages of playing Fly Swatter Game in teaching and learning vocabulary such as : First, Fly Swatter game does not use a monotonous activity. Second, it is fun for students, because they can learn through playing and it can make the students get a new words easily. Third, it involves friendly competition and keeps students interested. Fourth, it serves students to learn pronouncing and spelling words. Fifth, students are more active than teacher. Here, teachers' roles are just to give explanations and corrections about the students task.

C. How to Teach Vocabulary Using Fly Swatter Game

Implementing Fly Swatter Game covers preparation and procedure. Below is the description of each.

1. Preparation of Fly Swatter Game

a. Material

The first thing that should be considered by the teacher is to make the preparation of material. The teacher should make a lesson plan that includes the activity and steps in teaching vocabulary by using Fly Swatter game. A lesson plan is very important thing as a guiding for the teacher in teaching and learning process. The teacher tells to the students how to use Fly Swatter, then the teacher choose the topic that have been learned

before. The teacher should prepare the media and the resources for teaching and learning activity such as : Fly Swatter, text, and some words in the whiteboard.

b. Media

After the teacher choose the material, then the teacher should prepare the whiteboard as the place for sticking words. Besides that the teacher can use LCD projector as the teaching aids. The whiteboard is a medium that the teacher uses to place some words. The teacher should make sure that the words in the whiteboard can be seen by the students, so it can make the students easily to find the answer or the word. Besides, the teacher also get ready with the marker and Fly Swatter to hit their bug (the word that students have to hit in the whiteboard).

2. Procedure of Fly Swatter Game

Actually in this game, there are some procedures that should be followed by the students. According to Amanda as cited in Dimas Gilang (2013) the procedures are follows:

- a. The teacher asks one of the member 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 in the whiteboard.
- b. The teacher gives both of them a Fly Swatter.
- c. 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.

- d. When the teacher have to 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 it with Fly Swatter. The first students that have to swatt the correct answer will get a point for their team.
- e. 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.
- f. The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a change to play the game.

D. Basic Assumption

Fly Swatter Game gives the students pleasure in learning vocabulary. Fly swatter games provides some rules that are interesting to be followed by the students. The students will more active and enthusiastic in learning vocabulary. Here, students can learn through playing a game, it can make the students fun and more easy to get a new words. It can be concluded that the weakness can be solved through learning vocabulary with fly swatter game.

E. Hypothesis

Based on the explanation above, the writer has hypothesis that teaching vocabulary using Fly Swatter Game is effective.