

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature has purpose to give a brief what is related to and discussed in this study. This chapter discusses about vocabulary mastery, learning media, game, monopoly game, and previous study.

A. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Learning English language can't be separated from vocabulary. Vocabulary is commonly defined as knowledge about the words, words meaning, and words usage to express their idea though oral or written communication. Language has many vocabularies that are combined becomes meaningful unity. Vocabulary is used as the first step to recognize language deeper. Someone who has good mastery in vocabulary can understand more in communication. In contrary, someone who weak in vocabulary mastery will get difficulty when communication both oral and written language Khotimah (2015: 9)

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Daryanti (2015: 22) vocabulary is the basis of communication that is needed

by people to understand the meaning of words and helps them to express the ideas precisely.

As Collins Cobuild Dictionary (1819), there are some definitions of vocabulary such as: (a) all the word contained in language (b) is the total number of words you know in a particular language. While, Hiebert and Kamil (2005: 3) said, “Vocabulary is the knowledge of meaning of words”.

From the definition above can be conclude that vocabulary is all the word in language or also can define as the knowledge of meanings of words that the aims are to find and understand the meaning of certain word in language used. Vocabulary must be learned by people especially foreign language learner aimed to increase the vocabulary and knows the meaning when they use it beside that they will be easy in learning language and if the learners lack of vocabulary they will difficulties in learning process.

Meanwhile, mastery is a particular skill or language, you show that you have learned or understood it completely and have no difficulty using it. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt (Collins Cobuild Dictionary, 1819). In conclusion vocabulary mastery is ability to understand the meaning all of the words, so the people can be easy to communicate, study, and also deliver their idea.

2. Types of Vocabulary Mastery

Hiebert and Kamils' view point (2005: 3) states that the types of vocabulary is depends on individual purposes in convey the meaning. This definition is the fact that words come in at least two forms, oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. It refers to two language skills are speaking and reading. Meanwhile, print vocabulary consists of those words for which the meaning is known when we write or read silently. It refers to words that we used in reading or writing. On the other hand, Hiebert and Kamil (2005: 3) also declare that knowledge of words also comes in at least two forms, productive that the vocabulary we use when we write or speak and receptive that which we can understand or recognize. These will explain clearly as follows:

a. Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well- known, familiar, and used frequently. According to Nanang (2010:14), active vocabulary is it can be used by the language user naturally and without any difficulties to show him/her self. In addition, productive carries the idea that we produce language forms by speaking and writing to convey message to others. .

In this case, productive or active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression the meaning to others.

b. Receptive or passive vocabulary

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some short of meanings to them, even though they may not know the full subtleties of the distinction. It means receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

Related the definitions, the researcher notes that the types of vocabulary can be divided into two knowledges those are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that we produce in speaking or writing are called productive or active vocabulary. The words that we catch from listening and reading are receptive or passive vocabulary.

3. Vocabulary Elements

In her book, Ur (1996: 60-62) gives some elements that need to be taught in teaching vocabulary which will indicate students' vocabulary mastery. They are:

a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, he might also give its past form, if this is irregular „think“ „thought“ and he might note if it is transitive or intransitive.

c. Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with

other words. The collocations typical on particular items are another factor that makes a particular item sound 'right' or 'wrong'. For example:

People will express 'spend the time' or 'spend the money' than 'use the time' or 'use the money'.

d. Aspect of meaning

1) Denotation

The meaning of a word is primarily what it refers to in the real world and this is often the sort of definition that is given in a dictionary. This is denotation or conceptual meaning. For example: 'dog' denotes a kind of animal.

2) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: 'slim' has favorable connotations, while 'thin' has unfavorable so that one could describe something as 'slim body' not 'thin body'.

3) Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very

common, or relatively rare, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse. For example: the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

4) Synonyms

Means that two or more words have the same meaning. For example: the synonym of smart is clever, 'bright' may serve as the synonym of 'intelligent'.

5) Antonyms

The term antonym is used for opposite meaning of word. For example: big is an antonym of small.

6) Hyponyms

Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

7) Co - hyponyms or co – ordinates

Other items that are the 'same kind thing': red, blue, and yellow are the co - ordinates.

8) Super ordinates

General concepts that „cover“ specific items; animal is the super ordinate of lion, cat, dog.

9) Translation

Words or expression in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught; for example: 'rose' in Indonesia has equivalent meaning with 'mawar'.

e. Word formation

Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for the advanced learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know meaning of sub-, un-, and -able, this will help them guess the meaning of words like 'substandard', 'ungrateful', and 'untranslatable'.

Based on the explanation there are some element of vocabulary such as Form: pronunciation and spelling, grammar, collocation, aspect of meaning, and word formation.

4. The Importance of Vocabulary Mastery

Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. By having a good vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes. Without a good vocabulary, learners often achieve less than their potential and discourage from making

language use in language learning opportunities around them in different context.

To show how important vocabulary is, Bromley (2004:3- 4) states that vocabulary holds some important roles in the teaching-learning process. They are as follows:

- 1) Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2) Boosting comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- 3) Improving achievement. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher an achievement test than those with small vocabularies.
- 4) Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the

teaching vocabulary is successful, because if someone can master vocabulary well, she or he will be able to promote fluency, improve achievement, and enhance thinking and communication.

5. Language Testing Items in Vocabulary

Heaton (1988:9) states that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test of vocabulary should avoid grammatical structures which the students may find difficult to comprehend it. Types of vocabulary test as follows:

a. Multiple choice task (Heaton, 1988: 55)

Multiple choice tests are a test that each item provided more than two answers, and just one answer is true.

b. Completion test (Heaton, 1988: 62)

Completion tests is a test to complete, it means that each items or sentences there are parts that removed, so the students ask to complete.

c. Matching Items (Heaton, 1988: 58)

Matching Items is a test to match, its means that the students must be find the answer that mach with the answer.

B. Learning Media

1. Definition of Media

According to Nursetyo (2011: 20) the word “ media “ derived from Latin which is the form of the plural “medium”, literally meant intermediaries or introductory. Association for Education and Communication Technology (AECT), interpret the word “media” as all forms and channels that are used to process information.

According to Chandra Budi Susila, and ErlinaGanis Idol (2012) Media is also called audio-visual equipment, means of tools that can be seen and heard used in the learning process with the purpose to create a way to communicate more effectively and efficiently. In addition, Ramli (2015: 137-139) in Al-qur'an there are terms used to indicate the use of audio and visual media in learning such as surah al-isra' verse 14 which describes the audio media that is:

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا (١٤)

It means: read your book, suffice yourself at this time as a judgment to you. From the word "read" above will certainly cause a sound so that it can be understood what the contents are conveyed, and there may also be teachers who convey the learning materials by simply reading a book that is used as a speech in a lesson. But the more emphasis of the word "read" is the

emergence of a voice that can deliver learning materials. On the other hand surah Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (۳۱)

صَادِقِينَ (۳۱)

It means: and He teaches Adam all the names (things), then tells the Angels then says: “call upon the names of those things if you are indeed the righteous!” From that verse Allah taught the Prophet Adam A.S. The names of all things in the earth, then Allah commands the angels to mention it, which is not known to the angels yet. The objects mentioned by Prophet Adam A.S. who commanded by Allah SWT. Surely has been given a picture of its form by Allah SWT, so it is like a form of visual instruction. Finally, from those explanation above can be concluded that media divided into two kinds that are audio and visual.

With the use of these tools teachers and students can communicate more stable and lives and interactions are a lot of directions. Media contains the message as an incentive to motivate learning and learning so that students do not become bored in achieving learning goals. Whatever is presented by the teacher should use the media, at least of which is the media used verbal form of words spoken in front of students. From the explanation above it can be conclude that learning media is tools to help the teacher to

convey the material in learning process with the purpose to achieve the learning goals.

Learning media are so many types and kinds. Some media most familiar and almost all schools take advantage of print media (books) and board. In addition, many schools have taken advantage of other media types such as pictures, models, overhead projector (OHP) and the object of a real object. While other media such as audio tapes, video, VCD, slide (film frame), as well as a computer learning program was rarely used though is already familiar to most teachers. Nonetheless, as a teacher it is advisable to get to know some of the types of instructional media. This is intended to encourage us to hold and take advantage of the media in the classroom learning activities Yulianto (2012: 10).

2. The function of Media

According to Nursetyo (2011: 21) Learning media have functions that can be emphasized in some of the following:

- a. As an auxiliary means to achieve more effective learning situation.
- b. As one of the components that are interconnected with other components in order to create a learning situation is expected.
- c. Speeding up the process of learning.
- d. Improving the quality of teaching and learning process.
- e. Explain the abstract so as to reduce the occurrence of verbalism.

According to Ali Muhson (2010) learning media has several benefits, including:

- a. Explanation concepts that are abstract, so as to reduce wordiness. For example, by using pictures, schematics, graphs, models, and so on.
- b. Generating motivation, so that it improves student individual attention to all group members learned a lesson because the course is not boring and monotonous.
- c. Using all senses of the students, so that weakness in one of the senses (eg eye or ear) may be offset by the strength of the other senses.
- d. Bring closer the world theory / concept to reality difficult to obtain by other means other than the use of instructional media. For example, to provide knowledge about the pattern of the earth, the child is not likely to experience directly. So they make a globe as a model of the globe. Likewise, other objects that are too big or too small, symptoms that movement is too fast or too slow, symptoms / objects are dangerous and difficult to obtain, things are too complex and as such they can be clarified using instructional media.
- e. Increasing the possibility of a direct interaction between students and the environment. For example, by using tape, experiments, field trips, and so on.
- f. Provide evenness or uniformity in the observations, because the grasp each student will vary depending on the experience and intelligence of each student. For example, the perception of an elephant can be obtained

uniformity in the observation that the animal is observed directly or copies have been brought to the front.

C. Monopoly Game

1. Definition of Game

In Indonesian the game is defined as a game. The game is a complex activity in which there are rules, play, and culture. A game is a system where players are involved artificial conflict, here players interact with systems and internal conflicts the game is engineering or artificial Wahyu Pratama (2014: 17). In addition Nurhayati (2015: 220) state that game is considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally. From the definition above can be conclude that game is complex activity in which there are rules, play, and culture that can help learners to become enjoy, entertain, and also practice it incidentally.

2. Genre Game

According to Ivan C. Siber (2009:18) explained that the game genre is game classification based on player interaction. Based on its genre, games are divided into several types, such as: Wahyu Pratama (2014:17)

- a. *Action*: A game that requires that player has reflex speed, accuracy, and timeliness for face an obstacle.
- b. *Fighting*: Game fighting usually has the characteristic of one battle one opponent between two characters, which is where one of the characters is in control by computer.

- c. *Shooter*: The sub-genre of action games, though many players which assume that this variety is a standing variety own.
- d. *Racing*: Video games that demand the player's skill to driving in a race-racing competition. This game popular with the kind of games that concept using cars or motorcycle.
- e. *Sport*: Video games that demand the player's skill to doing a virtual sport game, like a match soccer, basketball, and so on.
- f. *Adventure*: Adventure games combine elements of the type component between action games and adventure games, usually displaying long-term hurdles that must be overcome using tools or items as a tool in overcoming obstacles, and smaller, almost continuous obstacles there is.
- g. *Strategy*: type of game games such as simulation with clear purpose, thus requiring the player's strategy and involving problems strategy, tactics, and logic.
- h. *RPG (Role Playing Game)*: a game whose players play the role of fictional figures and collaborate to knit a shared story.

3. Monopoly Game

a. Definition of monopoly game

Monopoly is one of the best selling board games in the world. In this game, players compete to accumulate wealth through a single economic toy system that involves the purchasing, leasing and exchange of land using

money toys. The player takes a turn to throw the dice and move around the game board following the numbers obtained by the dice. (Dossuwanda, 2008)

According to Ana Hamriani K (2011: 6-11) Vocabulary Monopoly is a paper game on which it is written vocabulary which every player should know. This game is not much different from the original monopoly rule. The purpose of this game is to master all the vocabulary plots that are on paper through the purchase and mastery of vocabulary. The vocabulary comes from a vocabulary that has been memorized and studied. Vocabulary examples: names of fruits, animals, school equipment, limbs and others.

b. The function of monopoly game

Rufayda (2013: 14) stating that the monopoly media game has the suitability of the function of the use of instructional media, especially the visual media. These functions according to Levie & Lentz in Azhar Arsyad (2007: 17) that are:

- 1) Affective function, states can arouse students' emotions and attitudes.
- 2) Cognitive function, which states can accelerate the achievement of the goal to understand and remember the information or messages contained in the picture.
- 3) The Compensatory Function states that it is able to help the weak student in reading to organize the information in the text and recall it.

In the other hand Fitriyawani (2013: 226) say that the monopoly game media is worthy to be used as a learning media because this monopoly game media is one of the game media which can make learning activity become interesting, lively, fun, and relaxed. This media also has the ability to involve students in learning activities in solving problems, so it can improve student learning outcomes.

c. Material of vocabulary monopoly game

In playing Monopoly, these tools are required Ana Hamriani K (2011: 6-11):

- 1) Pawns to represent players if they have bought a vocabulary plot
- 2) The vocabulary card as a proprietary card given to that player already bought one or several vocabulary plots
- 3) Dice game
- 4) Vocabulary game paper. This vocabulary paper consists of plots such as 12 vocabulary house plot. There are:
 - a) One plot for gift cards, one for punishment cards, one for plot free rote card and one star plot to start the game.
 - b) Vocabulary cards.
 - c) Gift and punishment cards
 - d) Pawns as a marker that the plot is already bought.
 - e) Bank *vocabulary*
- d. Rule of the game

How to play a monopoly vocabulary game before starting the game the teacher should explain the ways in which the monopoly vocabulary game first goes to the students. These ways are:

- 1) Prepare playing papers and tools related to the game, eg dice, money and monopoly cards.
- 2) For monopoly: share the money with the participants in accordance with the provisions of the monopoly game and place the gift card and the penalty card in place.
- 3) Begin to roll the dice and move according to the number of dice you get. Perform interchangeably with other players
- 4) Any player who wants to buy a vocabulary plot, they must memorize their English first in a vocabulary bank at a price.
- 5) Any player who lands on a vocabulary that someone else has purchased must rent unless they can gift cards. But the writing in the gift card must match the vocabulary plot occupied otherwise he should still pay.
- 6) Any player who lands on a gift plot or in a penalty court must withdraw the card in the gift card and punishment box and follow the order on the card.
- 7) Players with lots of vocabulary will be the winner within the time set by the teacher.

e. Models of Implementing Monopoly Game to Teach Vocabulary

The model of monopoly game to teach vocabulary is basically same with usual monopoly game that is to master. Mastering the game of monopoly

vocabulary is not only to control wealth but also to master vocabulary (Dossuwanda, 2008).

The model of the monopoly game to teach vocabulary is to read and memorize the meaning of the vocabulary that exists in each plot. The way to play it is the participant of monopoly game consists of 4 or more than 4 players, each player is given capital money. In this game also requires dice to find out how many plots to go. Any player who stops in a vocabulary plot should mention the meaning of the vocabulary. After the first round is continued with the second round, in the second round each player is entitled to buy the plot, if the plot has been bought by one of the players then the other player must memorize the vocabulary if it passes through the plot already bought by one of the players. At the end of the lesson the teacher evaluates the vocabulary that memorized from the monopoly game.

D. Previous Study

In graduating paper, the researcher took two previous studies which have relevant from the other graduating paper as comparison. Firstly, the research was done by:

1. Nanang Haryadi (2010), in his research entitled is: *The Effectiveness Of Using Monopoly Game In Improving Students' Vocabulary Mastery At Sdi Qurrota A'yun*, found that the result of the research is that teaching vocabulary by using monopoly game is effective to improve students' mastery on vocabulary. Monopoly game is effective to teach English, especially

vocabulary. The similarity between the researcher's study and Haryadi's study (2010) is to discuss about the use of monopoly game to improve student's vocabulary mastery. The difference is come from the research design the researcher use Class Room Action Research, while Haryadi uses Quantitative Research in addition it also comes from the level of the students. The researcher does the research in class 3, while Haryadi does the research in class 5.

2. Hendra Sasworo (2013), in his research entitled *Pengembangan Media Permainan Monopoly Untuk Pembelajaran Bahasa Inggris Siswa Kelas IV SDN Jajar 1 Wates Kabupaten Kediri*, found that the result of the research is that teaching vocabulary by using monopoly game is worthy to use in learning English. The similarity between the researcher's study and Hendra Sasworo (2013) is to discuss about the use of monopoly game to English learning, the difference is come from the research design the researcher use Class Room Action Research, and while Sasworo uses R n D in addition it also comes from the level of the students. The researcher does the research in class 3, while Sasworo does the research in class 4.

In this previous study, the researcher had position as the reader and tried to modify the strategy to improve vocabulary mastery. By reading the previous study, the researcher found many advantage of the study and wonted to apply the modified strategy in different class. The researcher wonted to know whether the modified the strategy is effective or not in this class.

