

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Theoretical Framework**

##### **2.1.1. Definition of Vocabulary**

Each sentence consists of a collection of words that make the sentence can understand by many people. Without vocabulary, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. Talking about vocabulary, there are many definitions of vocabulary according to some experts.

According Wilkins (in Thornbury 2002:13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language using in a particular variety. Then Richards et al (2002: 580) define vocabulary as a set of lexemes, including single words, compound words and idioms. Moreover, they explain that lexeme is the smallest unit in the meaning system of a language that can be distinguishing from other similar units. A lexeme is an abstract unit. It can occur in many different forms in actual speaking or writing sentences, and is regarding as the same lexeme even when inflecting. Neuman & Dwyer (2009, p. 385) Vocabulary can be defining as “words we must know to communicated effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.

Based on expert definition above, it was indicated that vocabulary is the importing factor into building a sentence, and the core of every languages.

Vocabulary is dealt with words. In studying vocabulary, there are two main points of words necessary to be learning namely; content words and function words. Content words are those that carry the principal meaning of sentences. They name of objects, events and characteristic that lie the hearth of the message of sentences are meant to convey. Function word isthose need by the surface structure to give the content words together to indicate of the message of the sentences. A fair sit of content and function words are as follows:

a. Content words

Nouns : table, pillow, wall, book, etc.

Verbs : stand, sit, eat, attack, etc.

Adjectives : beautiful, sad, clever, diligent, etc.

Adverb : quickly, slowly, at home, in the office, etc.

b. Function Words

Pronouns :

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person singular	I	Me	My	Mine	Myself
2nd person singular	You	You	Your	Yours	Yourself
3rd person singular (male)	He	Him	His	His	Himself
3rd person singular (female)	She	Her	Her	Hers	Herself
3rd person	It	It	Its	Its	Itself
1st person (plural)	We	Us	Our	Ours	Ourselves
2nd person (plural)	You	You	Your	Yours	Yourselves
3rd person (plural)	They	Them	Their	Theirs	Themselves

Determiners : a, an, the, this, that, etc.

Preposition : in, on, at, to, for, etc.

Intensifiers	: very, too, a little, quite, etc.
Coordinate conjunction	: and, but, or, nor, also, etc.
Adverbial conjunction	: although, because, before, if, etc.
Conjunctive adverbs	: besides, nevertheless, hence, etc.
Auxiliary pronouns	: who, which, whose, that, etc.
Auxiliary verbs	: can, may, must, should, etc.

### **2.1.2. Vocabulary Mastery**

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Furthermore, according to John (2000:16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary–tape definition, or an equivalent word in their own language.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life. Further in Rahman Parindungan Rangkuti (2019:15), Krasen and Terrel (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance.

The vocabulary is crucial to be mastering by the students. In the purpose to understand the language, vocabulary mastery is required to express students' ideas and perception to be able to understand other people's saying. According to Webster (1992) in

Fachri Husaini Harahap Mastery refers to (1) a. The authority of a master; dominion b. The upper hand in a contest or competition; superiority, ascendancy and (2) a. Possession or display or great skill or technique, b. Skill or knowledge that makes one master of a subject comment. The technique remains one of the most important keys of success for student vocabulary mastery. It is also a problem for a teacher to solve, because without the proper technique in teaching vocabulary the word of mastery the student will never reach mastery level and remains stuck in competence level.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else.

### **2.1.3. Kinds of Vocabulary**

According to Nation (2001), there are two kinds of vocabulary, namely receptive and productive vocabulary. Then Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive and productive vocabulary.

Two types of vocabulary as follows: Receptive vocabulary is the words that learners recognize and understand when they are using in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb,2008).

Productive vocabulary can be addressing as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005). Based on expert definition above, it is indicating that Receptive vocabulary knowledge means the

capability to comprehend a word when the learner hear or see it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech.

Based on Judy. K Montgomery's book : *The Brigde of Vocabulary* (2007), there are four types of vocabulary they are :

#### **2.1.2.1. Listening Vocabulary**

Listening is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words model is much less than a hearing child's incidental listening vocabulary.

#### **2.1.2.2. Speaking Vocabulary**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use where 5.000 to 10.000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use (Pearson : 2007).

#### **2.1.2.3. Reading Vocabulary**

Reading is the receptive skill in the writing mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with

a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2<sup>nd</sup> largest vocabulary if you are reader. If you are not a reader, you can not “grow” your vocabulary.

#### **2.1.2.4. Writing Vocabulary**

Writing is the productive skill in the written mode. It is more complicate than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influence by the words we can spell.

#### **2.1.4. Vocabulary For Young Learners**

MCarten (2007: 21) states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learning words many times before they can be said to have learned them. Therefore, Scrivener (2010: 322) suggests some ideas for working with such classes for vocabulary improvement.

1. Find tasks and activities that are exciting and motivating in their own right. Where possible go for active tasks, physical tasks, dressing-up tasks, moving-walking-hands-on tasks. Give students the language they are need to do the task,
2. Don't just talk. Use pictures, models, short videos, board drawing, toys.
3. Don't worry too much about the children's accurate production. Aim initially for listening and understanding.

4. Think very carefully about whether you really need to do some(or any) actual input or explanation about grammar and vocabulary. Might it be enough to integral all language work into the tasks so that children can understand and use the language without further analysis?
5. Don't expect immediate (or even long-term) student use of English. Just keep using English yourself. When a child says something to you in their language, reply in English,
6. Keep activities short. Plan for variety and frequent changes of focus, working modes and pace,
7. Keep much of the focus on the children's life and things they understand rather than abstractor hard-to grasp concepts.

### **2.1.5. Simile Games**

#### **2.1.4.1. Definition of Simile Games**

According to Sutrisno (2012:1) Simile is a game learning technique that aims to increase vocabulary in this case adjectives and also to improve students' ability to make comparison sentences. In this game students compare two different objects with likes or aces.

Simile is one of the elements that can be finding in a literary text. It is a common figure of speech finding in many languages that represents the semantic structure. Simile is one of the common figures of speech that found in literary texts according to Pierini (2007:25). According to Kennedy and Gioia (2002), simile is a comparison of two things, indicated by some connective, usually like, as, than, or a verb such as resembles and it is usually compares two things that initially seem unlike but are shown to have a significant resemblance. These two markers, which are 'like' and 'as' are used to identify the similes.

Based on expert definition above, it is indicates that A simile games is a phrase that makes a description clearer or more vivid by saying that one thing is similar to another thing. Most similes use the pattern "as...as" or the word "like".Themost common type of simile uses "as...as", for example: "He's as strong as an ox." This means that he is a very strong man

(using the word "ox" helps you imagine just how strong he is). The games in the table below will help you to learn or revise this type of simile.

**Tabel 2.1 Similes Games**

<b>Clues</b>	<b>Options</b>
As light as	A feather
As tall as	A giraffe
As big as	An elephant
As busy as	A bee
As slow as	A snail
As strong as	An ox

#### **1.1.4.2 The way of Application**

According to Sutrisno, S.Pd the way to play was first, the students asked each other or given instructions to identify common objects simile. Then, the students add subjects to make the simile complete. Example :

- Student A identifies that my grandfather is old (My grandfather is old)
- Student B also identifies that the hill is old too (The hill is old too)

Then the simile sentence that is formed is:

- My grandfather is as old as the hills.

Another example :

- Student C identifies that Alex is strong (Alex is strong).
- Student C identifies that the bull is strong too (The bull is strong)

Then the simile sentence they form is Alex is as strong as bull.

**Table 2.2 Worksheet**

<b>No</b>	<b>Clues</b>	<b>Answer</b>
1	He works like	..... (a dog)
2	He can run as fat as	..... (wind)

3	His neck is as stiff as	..... (a plank)
4	John is as straight as	..... (an arrow)
5	Jane is as good as	..... (a gold)
6	Her father is as cool as	..... (a cucumber)
7	He is as proud as	..... (a lion)
8	Her skin was as cold as	..... (ice)
9	My father smokes like	..... (a chimney)
10	She is as sweet as	..... (honey)

## 2.2. Previous Study

Based on the title of this research, the researcher must find the relating studies concern with the title. The previous studies related of this research are :

1. Endayani (2017) conducted the research “The Effectiveness Of Teaching Vocabulary By Using Puppet” (The subject of the study was the students of SMP N 1 Idi Timur in the Academic Year 2016/2017).The result from this research is the students mastery of vocabularies of fruits, animals, road signs, parts of body, and things in the classroom have improved after the puppets was applied. It was supported by the significant different result of the pre-test that was lower (62,30) than post-test (97,5). The students understood that kinds of activity were necessary for them and the teacher can teach by using a puppet would be given regularly and continuously.
2. Rangkuti (2019) conducted the research “The Effect Of Teaching Hidden Object Game On Students` Mastery In Vocabulary” ( A case study of MTSN 3 Medan Jalan Melati No. 13 Perumnas Helvetia Medan of academic year 2019/2020). Based on the result obtained there is an increment in students' vocabulary mastery by using Hidden Object Game and it is higher than using written vocabulary test but there is not any increment in students' vocabulary mastery by using written vocabulary list and it is lower than using

Hidden Object Game. This research was conducted by applying a quantitative research with an experimental research. With  $\Sigma X_1 = 2530$  meanwhile  $\Sigma X_2$  is 2805 and the Mean of the students before applying the Hidden object game = 79 meanwhile the mean of the students after applying the Hidden object game = 87. This calculation means that there is an effect in students' achievement in mastering the vocabulary by using Hidden Object Game.

3. Harahap (2019) conducted the research "The Effect of Applying Boggle Game on the Students' Vocabulary Mastery" ( A case study of the eleventh-grade students of MA Muhammadiyah 01 Medan at academic year 2019/2020). Based on the result the type of this research was experimental research design. Both of group was given pre-test, treatment, post-test. The data was calculated and analyzed by using t-test formula. The result of the analysis appeared that t-test was higher than t table ( $2.94 > 1.20$ ) with the level significant of 0.05% and degree of freedom ( $df = 60$ ). The result showed that the students' vocabulary mastery was improved by using boggle games. Otherwise, hypothesis of this study is accepted and means that Boggle games brought significant effect on student's vocabulary.
4. Simpuruh & Syamsinar (2020) "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School", in Journal of Ultimate Research and Trends in Education. Based on the result this is quantitative research involved 60 students as its sample. The pretest, treatments, and posttest were used in this study. The data obtained through test were analyzed to find its mean score and the score of t-test. The result of the study shown that there was a significant improvement of the students' achievement after giving the treatment. The data shows that the t-test obtained by the students (16.28) is greater than t-table (2.045). This is means that  $H_0$  is rejected and  $H_1$  is acceptable. The data of students' interest which were taken by using questionnaire

shows that 25 students (83.33%) are in the very high category and left only five students (16.67%) in the high category. It means that the students were interested and this technique is suitable in teaching English vocabulary.

5. Ella, Sofian, Rosnija (2021) "Improving Pupils' Vocabulary Mastery By Using Video Songs". This research was a classroom action research which done in two cycles. The subject of this research was the class A6 pupils of TK Immanuel. The researcher observed pupils' improvement by collecting data through field notes, observation checklist and vocabulary test. The result showed those pupils' problems in recognizing and mentioning the vocabulary had been solved by using video songs as the media of teaching. Furthermore, pupils' interest in learning vocabulary also improved. It was shown by the pupils' enthusiasm to pay attention in watching the video and singing together during teaching and learning process.
6. Ratu, Husain, Basri (2019) "Increasing Students' Vocabulary Mastery Through Guessing Game Technique At The Second Grade Of Smp Daeo", in journal of Jurnal Unipas Press. Based on the result This research was quantitative design by implementing pre experimental design. Total number of the population was 117 students of the SMP Daeo. Sample in this research were 30 students. Hypothesis test showed that there was significance value  $\alpha = 0.000 < \alpha = 0.05$ , it meant that  $H_0$  was accepted. It can be concluded that guessing game technique increased students' vocabulary mastery at SMP Daeo.
7. Umasugi, Hanapi, Bugis, Handayani (2018) "The Scramble Game In Improving Students' Vocabulary At The Seventh Grade Of Mts Lkmd Sawa". Based on the result this research employed Pre-Experimental design namely The One-group pre - posttest design where the researcher did an experiment in the researcher was used random sampling technique. This research only focus one group. The result of the research was:

The use of scramble game in teaching vocabulary improved the students' vocabulary and it can be concluded that the using of scramble game is effective to be implemented in improving the students' vocabulary, and students' interested to learning vocabulary through scramble game.

8. Hatimah, Haryanto, Saliya (2017) "Song-Based Lesson In Improving Vocabulary: "An Experimental Study Of The Second Year Students Of Mts Negeri Bantaeng". Based on the result this research employed quasi experimental design. This research used two groups, experimental group and control group. The experimental group was taught by using Song-Based Lesson and the control group was taught by using list of vocabulary. The result gained from the data analysis showed that the use of the Song-Based Lesson was not significantly different from using list of vocabulary. Song-Based Lesson is effective to improve the students' vocabulary and it gives greater contribution and more productive better than the use of vocabulary list.
9. Hasugian (2019) in "The Effect of Applying Board Game on the Students' Achievement in Vocabulary", in *Journal of Applied Linguistics and Language Research*. Based on the result found the sample are divided into two groups, the first group is experimental group by applying "Board Game" that considered of 30 and the second groups is control group taught by applying conventional method that considered of 30 students. The data were acquired by administrating a multiple choice especially description pet animals. The data collected were analyzed performing experimental method. After the analyzing, the result of the students' applying probing prompting method is higher than those being taught without applying conventional method. The result of the data is  $t_{hitung} > t_{table}$  or  $3.52 > 2.05 = 5\%$ . It means hat the alternative hypotesis is accepted and the null hypothesis rejected. From the determining the percentage of the effect of X variable toward Y

variable in probing prompting method was 78% and 22% was influence by another factor.

10. Fahwi (2019) In "The Effect of Word Search Strategy by Using Scrabble as The Media on the Students' Achievement in Vocabulary". Based on the result found this research was conducted at SMP CerdasMurni at Beringin street number 33. Tembung, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. The sample consisted of 80 students which were taken by purposive sampling technique and divided into two different groups namely experimental and control groups. Multiple choice test was used as instrument which consisted of twenty questions in pre-test and post-test. The result of computation in t-test showed that to observe was higher than t table ( $8.8810 > 2.024$ ). It also found that the students who were taught by applying word search strategy got higher scores than the students who were taught by applying conventional way. It means that the alternative hypothesis ( $H_a$ ) was accepted and teaching by using Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary. However, the students are still difficult in using time. Some students need more time to understand and absorb the information.

With these related studies, the researcher can consider that the research entitles " The effect of using simile games to increase students' vocabulary skills in the eighth grade students at the SMP Swasta BPI Paluh Kurau " has not been researched before. Besides that, by the findings of studies that used Simile Games always showed improvement. This was given the researcher a hope that the research can be as successfully as the previous studies.

### 2.3. Conceptual Framework

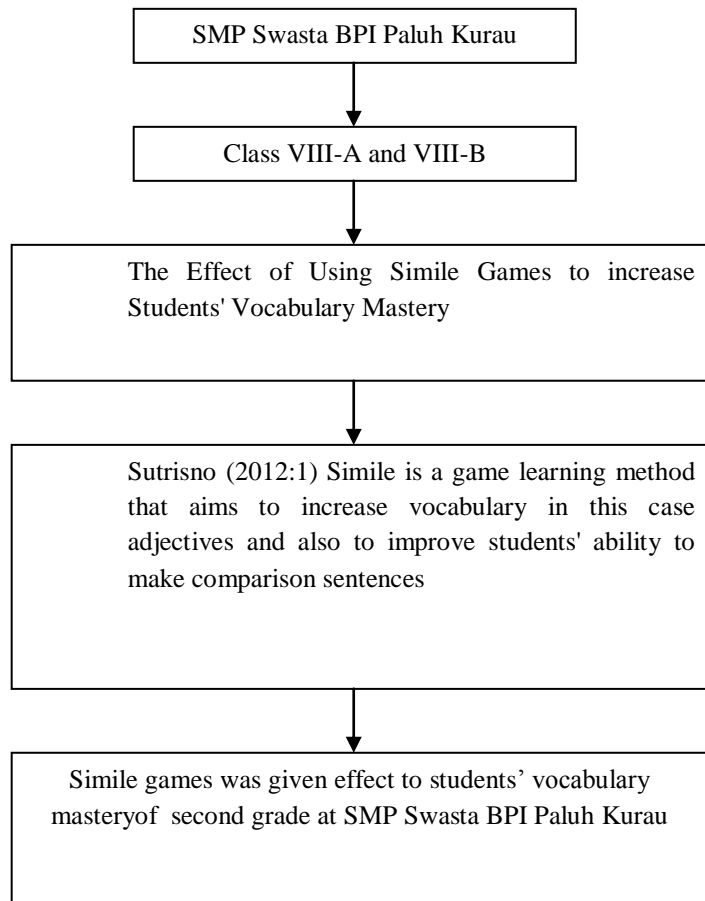


Figure 2.1 Conceptual Framework of The Effect of Simile Games to Increase Students' Vocabulary Mastery  
(Siregar Micha Flora, 2021)

Basically, Students was unable to master vocabulary without having knowledge of the vocabulary. But many students thought that getting some information from vocabulary is one of problems which have been overcome by the teacher. Many student always thought that it was very difficult to do. Therefore, to solve the problem the teacher used an appropriate method to teach vocabulary that can increase the students' vocabulary. According to Arsyad(2011:162) “well-designed game program can motivate students and improve their knowledge and ability”.

Learning used conventional method that teachers usually used in teaching activity in the classroom must be so bored. For some obvious reason, teaching used common technique or conventional way never bring such an exciting vibe inside the classroom itself. But the story to be different if we used technique like game such as Simile games to push out the new atmosphere in the classroom while teaching learning process is just running, especially when we teach something like vocabulary that usually out of excite word itself.

Simile Games is a game which uses some word as the main media. In this game, the students instructed to guess another word that resembles that word. Simile games can be said as an effective technique because it can increase the students' willingness and vocabulary to try this game or it can be said that it will motivate students to learn in a fun way. In the implementation of using Simile games to the students in vocabulary, the students asked to look for other words that are almost like a word given by the teacher. Through this way, the students will get more advantages.

It was assumed that this technique can effect students' vocabulary and this technique can help teachers in teaching vocabulary.