

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concept. The theoretical description aims to give a clear concept and perception applied in this research in order to avoid the misinterpretation of some terms related to the research.

2.1.1. Vocabulary Mastery

Vocabulary is an element of language that links the four skills of listening, speaking, reading and writing altogether. It cannot be separated from learning a language. It plays an important role in understanding a language. It is like the “Everest of language” (Crystal, 1995) Wilkins in Thornbury (2002) assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Therefore, because of this reason, a person needs to master vocabulary first in order to communicate with other people.

The first thing in a person’s mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. According to Celcie Murcia (2001), vocabulary is central to language acquisition, where the language is first, second, or foreign. While, Hatch and Brown (1995) defined vocabulary as a list or a set of particular language or list of a set of words that individual speaker may use. In addition, Hornby (1995) also defined vocabulary as a

list of words complete with their meanings. It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990:12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students was get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people’s saying.

According to Webster (1992:732) 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 of great skill or technique, b. skill or knowledge that makes one master of a subject

comment. While Hornby (1995:721) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown,1995:369). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers,1989:125). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skill and it has to be considered that vocabulary mastery is one of the needed components of language.

2.1.2. Kinds of Vocabulary

A vocabulary is a form of language that is very important in mastering language skills. Based on its use in language skills, English vocabulary is divided into active vocabulary and passive vocabulary. Active vocabulary is the words that the speaker can understand and pronounce correctly and use constructionally in speaking and writing skills, while passive vocabulary is the words that the speaker recognizes and understands in the context, but the speaker cannot produce correctly in speaking skills and write. Hatch & Brown (1995) cited in Susanto (2017:185) divide two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember the meaning of the word, while productive vocabulary is the ability to recognize words and remember the meaning of the words, and is also used in the ability to speak or write at in right time.

1) Receptive Vocabulary

Receptive vocabulary is all words that we can understand which includes words that are written, spoken, or signed. In general, receptive vocabulary exists because it develops before expressive vocabulary appears at the beginning of language development, and also receptive vocabulary is larger than expressive vocabulary. However, language development in childhood is more complex and expressive vocabulary development sometimes exceeds receptive vocabulary and vice versa.

2) Productive Vocabulary

Productive vocabulary is words that students can understand, and can be used constructively in writing and speaking, and can be spoken properly and correctly. Productive vocabulary is an active process in which students can produce words and express their ideas to others. It also requires a receptive vocabulary as well as the ability to write and speak at the right time.

Moreover, Aebersold and Lee Field (1997) classify vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, topping and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary.

Besides that, according to how often (its frequency) and how widely (its range) vocabulary occurs in the language, Nation (2008) distinguishes vocabulary into four kinds as follows:

a) High frequency words

High frequency words are very important words because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b) Low frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

c) Academic words

These words are frequent and widely used within academic context. The words are used in academic writing. Academic writing includes academic textbooks, academic articles like articles from journals, and laboratory manuals. The words in the academic words list are very important for students who learn and use English for academic study either in a school or in a university.

d) Technical words

Technical words are words that are very closely related to the topic and subject area of the text. The words are reasonably common in this topic area but not so common elsewhere. Once someone knows the word, he/she will know what topic is being discussed.

From the explanation above, every expert has different ways in classifying the kinds of vocabulary because every person has different ways in showing and telling their opinions and ideas, but the point is the same because their classifications are based on the different sides and aspects.

2.1.3. The Aspects of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Ur (1996), the aspects which should be learned by students are:

1) Form : pronunciation and spelling

The students have to know what a word sounds like and what a word looks like.

2) Grammar

The students also have to know how to arrange the words in order to make a good sentence.

3) Collocation

Words or 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 typical collocations on particular items are another factor that makes a particular item sound “right” or “wrong.” For example, students may use expression “spend the money” than “use the money,” or “spend the time” than “use the time”.

4) Meaning

The aspect of meaning consists of:

- a) Denotation. It refers to the use of the dictionary definition or literal meaning of a word. For example, the word “cat” denotes “a kind of animal”.

- b) Connotation. It refers to a meaning that is implied by a word apart from the thing which it describes explicitly. For example, the connotative meaning of word “home” is “a nation”, “a place of warmth”, “comfort”, “affection”.
- c) Appropriateness. This term refers to the use of item whether it is appropriate or not to the context. The students have to know that a certain word is very common, relatively rare, tends to be using in writing but not in speech, or is suitable for formal and informal discourse.
- d) Synonym. It refers to a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example, the word “intelligent” has the same meaning with word “smart”.
- e) Antonym. It refers to a word or phrase that has opposite meaning with another word or phrase in the same language. For example, the word “small” is antonym of the word “big”.
- f) Hyponym. It refers to a word of more specific meaning than a general or superordinate term applicable to it. For example, the word “scarlet”, “vermilion”, and “crimson” are hyponyms of “red”.
- g) Superordinate. It refers to a thing that represents a superior order or category within a system of classification. For example, the word “flower” is the superordinate of “rose”, “jasmine”, and “orchid”.
- h) Translation. It refers to a word or expression in the learner’s mother tongue that are equivalent to the meaning in the target language. For

example, the word “Study” in Indonesian has equivalent meaning with the word “Belajar”.

5) Word Formation

Vocabulary items can be broken down into their components “bits”. Exactly how these bits are put together is another piece of useful information. For example, when students understand the English affixes, such as sub-, un-, -able. The students will be able to guess the meaning of words such as “subconscious”, “unbreakable”, or “unpredictable”.

2.1.4. The Importance of Mastering Vocabulary

Word is an important in human’s life. Students use words in order to communicate their ideas to other people. if the lower vocabulary they master, the lesser expressions they can make. Therefore, vocabulary must be mastered by students as well as possible.

There are some opinions from the experts that showed the importance of mastering vocabulary. Harmer (1998) said that ”students need to learn the lexis of language. They need to learn what words mean and how they are used”. Furthermore, Dellar and Hocking in Thornbury (2002) stated that students will not improve their English if they spent most of their time to study grammar. They will get most improvement if they learn words and expressions. People can say almost anything with words. In applying language people are using words. They need to choose the appropriate words to express their thought. Cameron (2001) said that vocabulary mastery is important because it is related to recognize a written word is

being “sounded up” or built up from its components letter or morpheme sounds and the meaning. These opinions show that vocabulary is a basic element and very crucial in a language. In order to master a language, students cannot leave the vocabulary because without have adequate vocabulary, they cannot communicate and express their feelings or ideas to others. Furthermore, without vocabulary students cannot understand other well about what information that they got.

2.1.5. Learning Methods

A method is a way or path that must be followed to achieve a certain goal. In the process of teaching and learning interaction, the methods needed by the teacher vary according to the objectives to be achieved after the teaching ends. A teacher will not be able to carry out his duties if he does not master any of the teaching methods that have been formulated and put forward by educational experts.

In the process of teaching and learning interaction, the teacher does not have to stick to using one but must use a variety of methods so that the course of teaching is not boring, but attracts the attention of students.

The use of varied learning methods requires accuracy with the existing situation in order to benefit the teaching and learning process. This is where teacher competence is required in the selection and use of appropriate methods. Therefore, the use of varied methods is not always beneficial if teachers ignore the factors that influence their use.

Winarno Surakhmad presents five kinds of factors that influence the use of teaching methods as follows:

- 1) Objectives of various types and functions.
- 2) Students who have various levels of maturity.
- 3) Situations that vary in condition.
- 4) Facilities that vary in quality and quantity.
- 5) Personal teachers and their different professional abilities.

Teachers must be required to master not only one method, but many methods in order to facilitate the selection of which methods will be used with the situation and psychological state of students, but still oriented towards achieving goals effectively and efficiently.

In this connection, it is necessary to put forward some teaching methods according to educational experts in order to understand, albeit globally. In the formulation of teaching methods, experts have different views but the essence is the same, namely as a tool to achieve teaching goals. Although differences in views remain, the similarities are also unavoidable by educational experts. Everything is based on their respective experiences of the objective situation of the teaching and learning interaction process.

According to the description above, the selection of methods to be used by the teacher in the learning process will determine the success or failure of the ongoing learning process. The types of methods are as follows:

a) Training Method

This skill training method is a teaching method by providing repeated skill training to learners, and inviting them directly to the place of skill training to see the process of purpose, function, usefulness and benefits of something. The practice method aims to form habits or automatic patterns in students.

b) Assignment Method

The resitation learning method is a teaching method by requiring students to make a resume in their own words.

c) Game Method

The game method is a teaching method that is carried out in a game to convey the material to be taught. The game method in learning can provide opportunities for students to be directly involved in learning and make students feel happy about the subject matter presented.

d) Problem Plane Game Method

Problem plane game method is a way of Cooperative learning. Where in this game groups of students are formed to bring up questions that are not yet understood and by building cooperation, the question/problem can be solved. Problem plane game is a method used to make it easier for teachers to deliver material and make it easier for students to receive understanding in deliver material and make it easier for students to receive understanding in the teaching and learning process.

2.1.6. Problem Plane Game Method

This method is another word for problem plane game, a journal from the research of Titik Suharyati entitled "Problem plane game can overcome boredom and laziness of students in participating in Indonesian language learning." In this research journal, the author invites students to recall childhood when playing airplanes made of paper that the author has previously provided. In philosophy, the existence of an airplane illustrates a tool to reach high hopes and ideals. In this case the author thinks that the airplane is able to deliver its passengers to the final destination far and high in accordance with maximum expectations.

Problem plane game, now called the problem plane game, is the same method used to make it easier for teachers to convey material and make it easier for students to receive understanding in the teaching and learning process.

2.1.7. The Steps of Learning Using Problem Plane Game Method

- 1) The teacher opens the lesson by saying greetings and praying together.
- 2) The teacher checks attendance, neatness of clothing and seating position adjusted to the learning activities.
- 3) The teacher conveys the objectives to be achieved.
- 4) Learning with problem plane game begins with teacher explaining the rules of the game.
- 5) The teacher guides students to form small groups of 4-5 people.
- 6) The teacher distributes paper to students.

- 7) Students write down one problem that they have found from various sources.
- 8) Students then fold the problem paper into an plane with their name on the wings.
- 9) Then students stand in a full circle and fly plane simultaneously based on the teacher's signal.
- 10) Next, students immediately run to get one of their friend's plane.
- 11) Students return to their seats, open plane and study the written problem.
- 12) Together with the group, each member writes a short and clear problem-solving sentence. The group that has finished comes forward to read out the problem and the solution sentence that they have written.
- 13) Other groups give responses.

2.1.8. Disadvantages and Advantages of Problem Plane Game Method

- a) There are disadvantages to using problem plane game method, the shortcomings in question are as follows:
 - 1) The amount of time required.
 - 2) The difficulty of conditioning students in the classroom.
 - 3) The small amount of material to be delivered.
- b) The advantages of using this problem plane game method are as follows:
 - 1) Students become active.
 - 2) Students' ability to multiply will increase.
 - 3) Students' curiosity will increase.

2.2. Previous Studies

- 1) Research paper by Miftahul Jannah (2019) with the title "Using Problem Plane Game Method for Improving Students' Vocabulary Mastery at SMP Miftahul Janah". This study found results; The researcher concluded that problem plane game can be one of the alternatives in improving the ability to understand and find the meaning of foreign words or difficult words.
- 2) Research paper by Lismayana (2018) with the title "The Application of Problem Plane Game in Improving Problem Solving of Students of SMPN 5 Sinjai Selatan Kab.Sinjai". This study found results; The researcher concluded that problem plane games can make students more active in the learning process and not feel bored.
- 3) Research paper by Sri Haryati (2019) with the title "The Implementation of Learning Method Plane Problem to Improve Activity And Result of Student Learning on The Subject Solubility and Solubility Product in Class XI Mia 2 SMA Islam As-Shofa Pekanbaru". This study found results; Based on the results obtained, it can be concluded the using of learning method problem plane can improve the activity and student learning outcomes.
- 4) Research paper by Yuliardini (2018) with the title "The Effectiveness of Using the Problem Plane Game Method in Improving Ability to Solve Math Problems Class VII students of Datok Sulaiman Modern Islamic Boarding School (PMDS) Putri Palopo". This study found results; Learning by using problem plane game method further encourage students

to be active in the learning process by being directly involved in the teaching and learning process.

- 5) Research paper by Titik Suharyati (2019) with the title "Problem Plane Game Can Overcome Boredom and Laziness of Students in Following Indonesian Language Learning". This study found results; The researcher concluded that problem plane game can make students more active in the learning process and not feel bored.
- 6) Research paper by Vezy Relisia (2019) with the title "The Implementation of Learning Method Plane Problem to Improve The Students Learning Achievement on The Subject of Colloid in Class XI Science SMA Negeri 12 Pekanbaru". This study found results; That the application of problem plane learning method can improve students' learning achievement on the subject of colloids in class XI IPA SMA Negeri 12 Pekanbaru.
- 7) Research paper by Faila Sufah (2021) with the title "The Effect of Problem Plane Game Method on The Learning Outcomes of Arabic Language Students in Class XI Religious Madrasah Aliyah AL-Islam Kemeja Bangka in The 2020/2021 Academic Year". This study found results; Based on the results obtained, it can be concluded that the use of problem plane game method can increase student activity and learning outcomes.
- 8) Research paper by Farida Chusnul (2018) with the title "Improving Understanding of SKI Subjects Using the Problem Plane Game Method of Class IV SDNU Kanjeng Sepuh Sidayu Gresik". This study found results; Using problem plane game method can improve student understanding of

SKI subjects can be seen from the two cycles carried out in the learning process and the results of the learning evaluation.

- 9) Research paper by Ardina (2020) with the title "The Effectiveness of Problems Plane Game as a Joyful Learning Strategy in Developing Students' Speaking Skills of SMAN 16 Makassar". This study found results; The use of problem plane game is effective in improving students' speaking skills.
- 10) Research paper by Wulandari (2019) with the title "The Effect of Using Problem Plane Game on Vocabulary of Seventh Grade Students at MTs Nurul Hikmah Bintoro". This study found results; That there is a better effect on students taught by problem plane game, using problem plane game as a teaching strategy had a positive effect on students' vocabulary.

Based on previous researches, problem plane game method is mentioned to improve students' vocabulary mastery the researchers focused their studies on pre-experimental research. Beside to improve the students' vocabulary mastery problem plane game method can be used to improve students speaking skills, which is one of the aspects that must be mastered in English. The difference of this research from previous researches is that this study uses problem plane game method to improve students' vocabulary mastery and when focused on classroom action research and where the research teaches vocabulary by applying verb and adjective vocabularies.

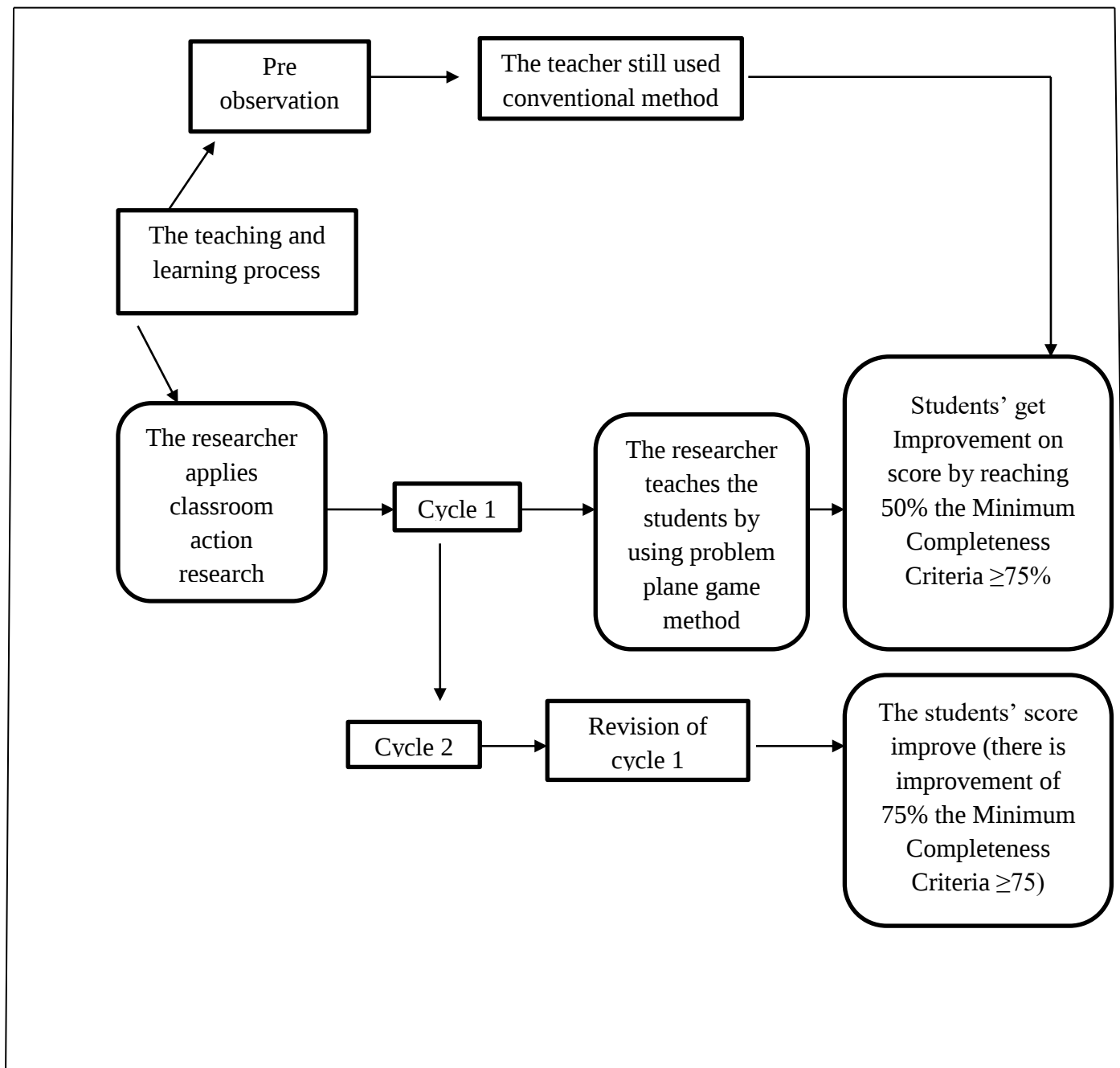
2.3. Conceptual Framework

Teaching vocabulary is a very important task in teaching English. By using good method or technique to present and revise new vocabulary items used in text book, students will find words easier to remember and will become more motivated in class so that they can improve their vocabularies ability.

Based on the statement above, the English teacher should prepare to teach the students by using the new method to improve students especially vocabulary mastery. By using Problem Plane Game Method gave an unlimited way to students in learning new vocabulary, it can be seen from the previous study that students' vocabulary mastery could improve by using Problem Plane Game Method. This method helps the teachers and students in teaching learning process. From this reason, the researcher used Problem Plane Game Method to improve students' vocabulary mastery at SMP Swasta Al-Washliyah 26 Medan.

Before doing the research, the researcher conducted pre-observation. During this phase the researcher found that the teacher still used conventional method. Therefore, the researcher interested in conducting Classroom Action Research by using problem plane game method. The Classroom Action Research was composed by two cycles, cycle I and cycle II. This cycle consisted of four steps: planning, action, observation and reflection. There were three meetings for each cycle. For cycle I the researcher hoped that the students' get improvement by reaching 50% of

the minimum completeness criteria value, namely 75. Cycle II was the revision of cycle I. The researcher hoped that the students' get improvement by reaching 75% of the minimum completeness criteria above 75. The figure of conceptual framework will described as follows:



2.1. Conceptual Framework