

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary mastery that we can know trains students' ability to be able to memorize and understand the total that students know. In tests, vocabulary mastery can be measured through tests given to students, usually in written form. Hariati (2020) states that vocabulary mastery refers to students' ability to recognize and understand the number of words (vocabulary) presented in the vocabulary test. This can mean that English learning done for learners must learn how to pronounce, listen and write correctly.

This proves that vocabulary is a skill to master vocabulary, the intent of mastering vocabulary is memorization in the vocabulary he knows. It could be concluded that vocabulary is a complete skill and from mastering some of those vocabularies, the learners also learn how to pronounce, listen, and write correctly (Bhakti & Marwanto, 2018).

Hiebert & Kamil (2005:3) states that mastery of vocabulary is knowledge about the meaning of the word, this can be interpreted that there is a relationship between a vocabulary with meaning, usually the meaning contained can be a translation or synonym or the meaning of a foreign language into a language that is often used every day

From the statement above it can be seen that vocabulary mastery is aimed at students to understand, recognize, and learn, understand the meaning contained in the text and its application in speaking, listening and writing, as well as ensuring improving students' vocabulary skills knowing the difficult parts of students to vocabulary improvement..

2. Kind of Vocabulary Mastery

According to Webb (2013) cited in Maskor & Baharudin (2016) divide two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive mastery is classified into two, namely listening and reading. Receptive language skills are closely related to vocabulary mastery. Reception is a passive activity, only understanding in the thought process. Receptive vocabulary can be done by asking students to spell and pronounce the meaning of words and the use of words in sentences.

b. Productive Vocabulary

Productive vocabulary must be proven by the results. productive mastery is meant for mastery of speaking and writing. Thus we can see the clarity of the meaning contained in the word or vocabulary. Productive vocabulary mastery is the ability to use or apply the relevant vocabulary in a sentence text.

3. The Importance of Vocabulary Mastery

Vocabulary is one of the important things that must be mastered. In addition to other components such as grammar and pronunciation because vocabulary is the key to language skills (Turnip et al., 2017). It is the main condition that determines the success of a person who is skilled in the language. If a lot of vocabulary is memorized then someone will be very skilled in language and can also convey and provide information orally and in writing that must be by grammar and pronunciation.

In mastering these four language skills, vocabulary is important to master, such as mastering reading, writing, listening, and speaking skills. Besides that, vocabulary skills must also adjust grammar and

pronunciation. Syafrizal & Haerudin (2018) states that In addition to the four skills that must be mastered, it is also important to have a good understanding of grammar and pronunciation.

4. Aspect of Vocabulary

There are 6 aspects of Vocabulary Mastery according to Ur (1996: 62) to be taught to students, namely:

a. Form: Pronunciation and Spelling

In this aspect, students are required to do the correct pronunciation and spelling of the words given. The best results from this aspect are determined by the right ability.

b. Grammar

In the vocabulary aspect for mastering English, grammar is needed in compiling several words to be by the rules in English. Grammar is closely related to the time, place, to whom, and other rules.

c. Aspect of Meaning

In this study students need to know from the vocabulary learned that must be related to each other, here are some of the elements of the meaning of relationship:

1) Synonym

A synonym is a word that has the same meaning as other words or different words but has the same meaning. For example, the Happy synonym is cheerful,

2) Antonyms

Anonym is a word that has the opposite meaning, but the word is interconnected, for example from Antonym from the word angry is Calm.

3) Translation

The translation is in the form of several words that are changed into other languages, for example, our daily language is Indonesian, by changing into English can be said to be translation.

Explanation of the above aspects of the vocabulary described above the researcher takes these aspects in the study by using meaning (synonym, antonym, and translation), form (pronunciation and spelling), and grammar in this research.

B. Domino Card Game

1. Definition of Domino Card Game

The Domino game can be used as a game to increase vocabulary. Lebedová (2011:20) states that dominoes are a very useful, easy, and entertaining game to practice any set of vocabulary. Dominoes is a card game that exists all over the world and can also be used as vocabulary learning with pictures and words and their meanings. Domino card games are an effective strategy to improve students' vocabulary mastery. The data obtained also confirmed that domino games also stimulated students' interest in learning. This shows that the domino card game can be used in learning by modifying the card and having pictures and vocabulary in it. Domino card game to practice vocabulary is also called Noun Words Domin Card (NWDC) which is a domino card game that has been modified to include pictures and vocabulary (Bulan & Idhar, 2021)

From the two opinions above, it can be seen that in this study the domino card game is a game that contains some vocabulary and pictures that can make students play while learning by connecting matching cards from the previous vocabulary and pictures.

2. Procedure of Domino Card Game

This section contains steps regarding research when the Domino Card game is implemented in the classroom where researchers and students interact with each other in starting this research.

- a. Researchers begin to identify problems that occur in the learning process.
- b. Researchers make observations and interview students to get data.
- c. After collecting data, researchers analyze and interpret data in the form of qualitative data.
- d. Based on the understanding of the problem, researchers begin to plan actions.
- e. Researchers implement this media for three different people.
- f. In the next meeting, the researcher gave a final test to measure the implementation of modified domino game games.
- g. The final step is to evaluate the data.
- h. Data from the final test compared to preliminary test data.

(Ferrance, 2000) in (Halim, 2020)

3. Advantage of Disadvantage of Domino Card Game

In this section the researcher will mention some of the advantages and disadvantages of the Domino Card game based on the research of experts who have conducted this research before.

- a. Advantage
 1. English Domino changes the atmosphere to relax
 2. Giving new experience and challenge
 3. Increasing the students' motivation in practice
 4. Leading students to become more active and creative
 5. Increasing the Students' Confidence

(Oktavia & Lestari, 2022)

b. Disadvantage

1. Students play too much so that they can easily forget what they have learned,
2. Students, sometimes, cannot controlled so that there will be a lot of commotion,
3. The teacher lacks time to teach
4. The teacher and students are not familiar with the method,
5. The teacher is worried about the opinion of parents and peer comments
6. The school does not allow the use of games in the classroom.

(Stojković & Jerotijević, 2011)

C. Previous Study

1. There is a previous study about Improving mastery of vocabulary by using a domino card game, first by (Bulan & Idhar, 2021). entitled "Developing Noun Words Domino Card (NWDC) Learning Media to Improve English Vocabulary Mastery of Junior High School Students" research was conducted at the eighth state junior high school SATAP District Woja Dompou District of West Nusa Tenggara Province. The research design used is classroom action research, The findings of this study are that learning media using domino cards can improve students' vocabulary mastery as evidenced by the scores of all students who have been evaluated.
2. Second, (Najamuddin et al., 2017) entitled "Improving Students' Vocabulary In Transactional Text by Using Domino Game In SMPN 16 Pontianak" whose research was conducted at This research was

conducted at SMP Negeri 16 Pontianak located on Sungai Jawi dalam Pontianak., Research design used is classroom action research. The findings obtained from the study were that students became active, interested in the teaching and learning process through domino games, and were able to take tests efficiently and effectively.

3. Third, (Khalidiyah, 2017) entitled "The Use of Domino Game with Picture in Improving Students' Vocabulary Knowledge" the research was conducted in seventh grade at one Junior High School located in Subang, Jawa Barat, Research design used is a pre-experimental research design with the one-shot case study. This study found that learning using domino games with a picture can help students to be active in the classroom, participate in each activity and improve their vocabulary knowledge.