

CHAPTER II

LITERATURE REVIEW

A. Definitions of Vocabulary

Many definitions of vocabulary have been put forward by researchers. According to Richards (2002:255), vocabulary has a language proficiency component and provides the basic foundation for both speaking, listening, reading, and writing learners. Jackson and Amvela (2000:11) state that synonyms are vocabulary, lexis, and lexicon. Richards and Schmidt (2002: 580) also argue that vocabulary is a collection of lexemes that include single words, compound words, and idioms. Vocabulary is the number words in the language; all known words someone in a particular book, subject, etc; list of words and their meanings, especially those accompanying text books (Hornby, 1995: 1331). Vocabulary is defined as a collection of words that are owned by individuals (Linse, 2005).

When in fact they need to know the nature of words as well because this is an important thing for students to be able to communicate effectively or express ideas in both oral and written form. Hatch and Brown (1995: 1) state that vocabulary is a collection of words for a particular language used by speakers of a particular language. Because vocabulary is a list, the system involved is alphabetical order in the dictionary. The vocabulary in question is a vocabulary that written in alphabetical order in a dictionary based on the rules of a foreign language. Meanwhile, Schmitt & McCharty (1997: 40) argue that vocabulary is the basic language that is important to be mastered first.

People won't be able speak well without understanding or mastering vocabulary. According to Neuman and Dwyer (2009), vocabulary refers to words in the form of spoken (expressive vocabulary) and listening (receptive vocabulary) which students need to interact with others. Hatch and Brown (1995) say that a vocabulary is a group of words that are used by language users differently. Knowledge of vocabulary usually indicates the progress of the learner. Vocabulary has always been a taught skill because vocabulary is always used in every skill such as reading, writing, listening, and speaking (Schmitt, 2000). So, it can be concluded that vocabulary is a group of words used to communicate both written and unwritten.

B. Mastery of vocabulary

Mastering vocabulary will help students master English and its four main skills which include listening, speaking, reading, and writing. Thanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) define that vocabulary is a language element that connects four language skills including listening, speaking, reading, and writing in foreign language learning. Richards and Renandya (2002) also argue that vocabulary is an important role in learning a foreign language and one's language proficiency can affect how well students speak, listen, read and write. Brown, (2001, quoted in Utami, 2014), says that the importance of vocabulary for communication, survival level communication can take place well when people can apply the grammar correctly.

Vocabulary is one of the important factors that can have a big influence in communicating with the community. For this reason, vocabulary is considered an important aspect in language learning that must be mastered in TEFL practice so that it can improve students' vocabulary mastery. Vocabulary teaching aims for students to understand foreign words, acquire a large vocabulary, and successfully use the right words for communicative purposes (Cahyono and Widiati, 2008). Meanwhile, Intraprasert (2004) says that the main objectives of vocabulary learning are: 1) to find the meaning of a new vocabulary; 2) to retain knowledge of newly learned words; and 3) to expand knowledge of English vocabulary.

From the explanation above, it can be concluded that the perception of teaching and strategies in vocabulary learning plays an important role to improve students' vocabulary mastery.

C. Types of Vocabulary

Some experts divide vocabulary into two types, namely active and passive vocabulary. Harmer (1991) distinguishes the two types of vocabulary. The first type of vocabulary is vocabulary that has been taught to students and is expected to be able to use the vocabulary. Meanwhile, the second refers to words that students will recognize when they meet people, but they may not be able to pronounce due to limited vocabulary. Haycraft, quoted by Hatch and Brown (1995), shows two types of vocabulary, namely receptive vocabulary and productive vocabulary:

1. Receptive Vocabulary

Receptive vocabulary is words that learners can recognize and understand when they use them in context, but they cannot produce. Vocabulary that learners recognize when they see or meet something when reading a text but they do not use it in speaking and writing (Stuart Webb, 2009). This means the use of receptive vocabulary is when he understands the form of a word while listening or reading and taking the meaning of the word. An example is when a child listens and follows instructions such as "Let's go to bed". This is a child's receptive language skill.

2. Productive Vocabulary

Productive vocabulary is words that can be understood and spoken by learners correctly and used appropriately in speaking and writing. Therefore, productive vocabulary is also referred to as an active process, because learners can produce words to express their thoughts to others (Stuart Webb, 2005). Learners are able to apply vocabulary appropriately both for speaking and writing. This means that the use of vocabulary productively is when the learner can speak or write, and what is spoken or written is in the right context.

D. Problems in Vocabulary

In learning vocabulary certainly have some problems. The problem referred to here is specifically the problem of developing the number of vocabulary words. Vocabulary comprehension is an important part of the

process learning a language or developing one's ability to learn English. For example students cannot understand the meaning of the word or they cannot use the word in its proper context. According to Thornbury (2004: 27) the most common difficulties in vocabulary learning are follows:

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn because difficult words are usually words that sound foreign to or are rarely heard by teachers. It becomes difficult because it has consonant clusters, like the word strength, breakfast, headaches.

In learning pronunciation, one must learn or not only to form sound correctly, but also to use them in the correctly place. ” Ur (1997:54) gives his ideas in helping students’ pronunciation:

- a. Imitating the teacher's speech or recording a sound word or sentence
- b. Record the speech of students, then contrast it with the native model
- c. Explanation and detailed instructions of the structure and movements of the mouth parts, namely vowels and consonants
- d. Practice imitation, repetition of sounds, words and sentences
- e. Repeating the sound of the word or sentence pronunciation practice.
- f. Repetition of exercises with variations so that students can easily remember
- g. Tongue twisters
- h. Learn and carry out English dialogue
- i. Self-correction through recorded self-speech

2. Spelling

Children also need to know the letters and syllables that make up the word which is called spelling. "Spelling is the act of forming words correctly from each letter or the way a word is spelled" (Wehmeler, 2003: 1293). Mismatch between sound and spelling is most likely the cause of mistakes, either in pronunciation or spelling. It can also contribute to word difficulty. Words that contain the silent letter are more difficult to learn, for example, the word cupboard, muscle.

3. Length and complexity

Words that have variable stress and long syllables are more difficult than short words, therefore learners find it easier to understand. This is one of the factors that support students' learning ability.

4. Grammar

Grammar is a rule that describes the structure of expressions in English, including the structure of words, phrases, clauses and sentences. Many students do not understand about this. Without grammar, people will find it difficult to convey something. Grammar is tied to words. This means that if we learn about vocabulary, then we will definitely study grammar. (Cameron, 2001: 72). Ur (1997: 61) also shows that vocabulary grammar needs to be taught because this is already covered in the rules of grammar.

Many students of EFL still have difficulty with grammar. Often they mistakenly place the grammar. They cannot apply proper grammar in

using sentences. For example, an event or action same will be disclosed differently if the timing was different. How to express events happening now will be different with what happened in the past, and will different again from what happened in the future come.

5. Meaning

Students have difficulty interpreting words because they do not master vocabulary. Often they don't get the words right. Students need to open an English dictionary to find out the meaning of the word. Nation and Cameron (2001: 85) suggest ways to explain the meaning of new words in a young student class, namely by using an object, cut outs, gestures, performances and actions, photos, pictures or diagrams on the blackboard, and pictures, from the story book. Finding the meaning of new foreign language words can affect students' memory, they become easy to remember words and their meanings, Ur (1997: 62) says that finding meaning can be done through translation, namely words in their own language which are interpreted as equivalent to the material being taught. This will make it easier for students to remember vocabulary. It can be concluded that pronunciation, spelling, grammar and meaning are indicators of vocabulary mastery.

6. Range, connotation and Idiom

Range (words used in various contexts are easier than with narrower ranges, as in the word "put" versus "place, position"), connotations (Words with safer connotations are easier to learn, like the

word "skinny" is easier than 'Slim, skinny, slender'), idiomaticity (harder to learn as in 'to make your decision 'versus' to decide'). In teaching vocabulary, difficulties occur not only by students but also by teachers. Teachers must find the best ways and strategies to help students face these difficulties and achieve learning goals.

Not only the difficulties faced by students in adding vocabulary during this pandemic, but there are other difficulty factors experienced by students, namely internal factors and external factors, including:

a. Internal factors :

- 1) Students' lack of interest in learning English
- 2) Lack of student motivation in learning English
- 4.) Students have difficulty in pronouncing vocabulary
- 3) Students have difficulty in remembering and memorizing vocabulary.

b. External factors:

- 1) Lack of motivation from parents to learn English
- 2) Economic factors
- 3) Society's social environment

E. Importance of Vocabulary Mastery

Vocabulary is the most important element in a language besides grammar and pronunciation. Students also need vocabulary mastery because when they learn English, they will learn about words or vocabulary for the

first time. So they certainly need a broad vocabulary. Mastering vocabulary can help students deal with reading skills such as listening, speaking, reading and writing. They must also master the elements of language, such as grammar, pronunciation and vocabulary.

Vocabulary is very large, even unlimited, for that we must master vocabulary so that we can interact with other people well. Vocabulary is one of the most important components of foreign language learning because it gives learners language access to all forms of spoken and written communication. The relationship between vocabulary knowledge and language use is complementary. Students cannot easily follow the learning process if they do not master vocabulary. This means that vocabulary mastery has a great influence on the success of students in speaking English because vocabulary is related to four language skills.

Vocabulary is the important component of language learning and foreign language teaching because it gives learners access to language in all its forms verbal and written communication with words. Alqahtani in Cameron (2001) also defines that vocabulary as one of the fields of knowledge in language, which plays the most important role for students in learning the language. The same opinion with Alqahtani, Nagy (1997) who said that vocabulary knowledge is fundamental to understanding the text. Hudson (2007) defines that vocabulary knowledge is the key to reading comprehension, so that who can understand his reading well. Chou in Andriani (2019:16) also said that vocabulary is the key in understand a

particular text. Then, Nation (1990) defined that vocabulary plays a very big role in predicting overall reading ability.

Vocabulary learning is indeed an important role in learning a foreign language as either the first language or a second language. According to Kamil and Heibert in Ahmadi et al (2005: 187) vocabulary is knowledge of a word or the meaning of the word itself. In addition, Ling et al (2012: 55) also suggest that vocabulary should be able to develop from simple to complex. They too suggested to the writer to train students by making vocabulary meanings and predictable by students without looking at the dictionary. So, students will certainly get new vocabulary during learning. Reading text must allow students to make inferences, apply what they read in their daily lives, identify meanings of words they do not know, then replace difficult words with simpler words and new words repeated in order to strengthen students' memory.

Vocabulary is the most important part in teaching English because without adequate vocabulary students cannot understand what other people are talking about or express their own ideas. Wilkins (1972) stated that without mastery of grammar very little can be conveyed, without vocabulary nothing can be conveyed. Although Faraj (2015:11) defines that vocabulary is not the only element in conveying meaning, but also there are some other important features such as grammar, intonation, stress, tone of voice, rhythm, pause, silence or hesitation, etc. Mc Cathy (1990) argues that how well students learn grammar, or how successful the sounds of a foreign language are mastered, if

without words to express various meanings, their communication in a second (foreign) language will not work properly. Therefore, the researcher concludes that vocabulary is a very important part in learning language, so students are required to master as much vocabulary as possible in order to convey their thoughts, understand a reading text and or communicate with others.

F. Vocabulary Development Strategy

The learning strategy has an important role to play for implemented for capability student language. Classification of learning strategies language has many differences. Nation and Moir. (2008) argues that students should know how to learn vocabulary and develop their vocabulary progress. For example, by using the internet, multimedia, games, diaries/journals, and activities social media involving English can improve students' vocabulary mastery. Learning strategies vocabulary is influenced by internal factors and external. Use of student learning strategies influenced by the process and learning activities they get in its environment.

Researchers and Practitioners have previously studied the use of learning strategies and vocabulary relationships with 4 students' language skills, students' proficiency level, and use of learning strategies vocabulary by students (Asyiah., 2017; Besthia., 2018; Rahmatika et al., 2017; Rionaldi & Saputra., 2016). Facilities provided in the language learning process is also very important to student language development. Therefore, researchers investigate strategies and factors that influence student learning strategies.

Strategy learning is an action, behavior, step, or technique that used by students to improve their learning process (Scarcella & Oxford., 1992; Oxford., 2003). This means that learning strategies are related to how students do action so that they can development of linguistic knowledge. Chamot. (1998) stated that learning strategy is a thought and student actions that they do to improve understanding they. From the definition mentioned by Brown. (2000), it can be concluded that language learning is required to behave actively and participate in learning.

There are several definitions of learning strategies language according to experts including Griffith. (2008) in his book 'language learners who good,' i.e. learners who have (1) Actions; (2) Awareness; (3) Optional or take advantage of information that available to develop competence in his foreign language; (4) Oriented to the goals and activities of students with positive aims; (5) Rules for controlling student learning. The classification of language learning strategies has many differences. There are two general classification used by researchers in conducting research (Oxford., 1990; O'Malley & Chamot., 1990). Oxford. (1990) classify learning strategies into two parts namely direct strategy and strategy indirect.

Those two parts are categorized into six sub-classifications learning strategies, such as; metacognitive strategies (helping them plan, organize, and evaluate self-study them), memory strategies (help them remembering new language items), cognitive strategies (thinking and understanding a new language), Compensation strategy (help them compensate for lack of

knowledge) affective strategies (students' feelings about new language), and social strategies (involving interactions with others).

In addition, O'Malley and Chamot. (1990) also divide learning strategies into three classifications, namely strategy metacognitive, cognitive strategy, and strategy social / affective. Meta-cognitive strategies refers to executive strategies such as planning, monitoring, thoughts about the learning process, and self-evaluation. While cognitive strategy refers to awareness to respond to the process learning, techniques, and linguistic input. In addition, social/affective strategies also refer to related interpersonal strategies with personal psychological, emotional state, and student experience. Oxford, (1990) mentions several factors that influence language learning strategies students: (1) Motivation (students must have motivation in learning in order to develop learning strategies); (2) Gender (female students have a greater strategy than male students); (3) Background cultural background (students tend to apply memorization rather than background other cultures); (4) Attitudes and beliefs (Negative attitudes and beliefs cause bad strategy); (5) Type task (task helps to determine strategy for implementing it); (6) Age and L2 stage (age and L2 stage difference students influence the choice of strategy); (7) Learning style (approach used in the process language learning makes choices learning strategies); and (8) Tolerance ambiguity (students who have a high tolerance tend to use strategies that different from students with ambiguity wholeness).

The average foreign language learner often finds difficulties regarding learning strategies his vocabulary. Even though Ghazal. (2007) said that learning vocabulary words are a challenge for language learners foreign, but

they can use various vocabulary learning strategies to overcome these difficulties. Behbahani. (2015) mentions there are some important things related to strategy vocabulary learning used by students include; (1) keyword method; (2) flashcard vocabulary (flash cards); (3) guess the word from context; (4) word part learning (5) repetition. For foreign language learners, learning vocabulary may have a lot of difficulties, it's not as easy to get first language or mother tongue, so strategies for learning a foreign language should be interesting and easy to understand.

The researchers propose that there are two main approaches to vocabulary learning, namely: 'explicit learning' or learning vocabulary that focuses on the words to be learned, and 'incidental learning' or learning vocabulary word as additional knowledge of each student's language learning activities such as reading or listening, (Sonbul & Schmitt., 2013). Explicit learning refers to a direct approach that is the main focus, while implicit learning refers to an indirect vocabulary learning it means that students know the words from read or listen.

Strategy classification various vocabulary learning, but all classifications have the same meaning. Ghazals. (2007) mentions taxonomy in vocabulary learning strategies words, namely: (1) Knowing the word involves knowledge (about common frequencies usage, syntactic limitations and situational on its use); (2) Shape the basis and the forms that can be derived, its semantic feature network; and (3) Various meanings associated with items that.

In addition, the taxonomy by Schmitt. (1997) stated that students' vocabulary learning strategies is a standard instrument for researchers to analyzing vocabulary learning strategies students. Schmitt. (1997) classify vocabulary learning strategies into five taxonomies, namely (1) Determination strategy: find meaning without the help of expertise, meaning that students can find the meaning of the vocabulary without the help of the teacher or dictionary; (2) Social strategy: involves interaction with other people, meaning that students can interact with other people well; (3) Memory strategy: connect new words with previously known knowledge, meaning that when students find new vocabulary then students try to assemble the vocabulary with the vocabulary they know before into a sentence; (4) Cognitive strategy: manipulating or changing learned words; (5) Metacognitive strategies.

From the explanation above, the writer concludes that learning strategies to develop students' vocabulary are important to realize student success. So students must have their own interesting strategies so that they are not bored in the learning process and can apply their learning strategies well.

G. Relevant Previous Study

In this chapter, there are various components that lead to this research method. The researcher decided to provide a deeper understanding of this research. Therefore, the discussion about the related points of the topic will be clarified. The first is about a theoretical review which consists of a set of theories to be explained. The second is a theoretical framework that will explain the theory related to the findings of previous research. To support this

study, researcher have reviewed several previous studies that correlate with problems in improving vocabulary mastery. Previous studies is used as a reference and also for comparison by researcher because they have almost the same topic.

First study is research from Mhd. Ferdi Irvani, (2019) entitled “An Analysis of Students’ Difficulties in Vocabulary Mastery at the Tenth Grade Students of State Senior High School 1 Kampar. This study discusses the difficulties of students in mastering language vocabulary in Class X SMA Negeri 1. The purpose of this study was to determine the difficulties in vocabulary mastery. This research uses descriptive research. Researchers used simple random sampling to take samples. Each student has the same opportunity to be selected as a sample. The research sample was 65 students from 323 class X SMA Negeri 1 Kampar. The data collection technique used a test consisting of several indicators of student difficulty in vocabulary mastery from Cameron (2002). The results showed that the percentage of students' vocabulary difficulties in pronunciation (36.92%), spelling (32.30%), grammar (30.76%), and meaning (30.51%). It can be concluded that the dominant difficulty in mastering vocabulary in class X SMA Negeri 1 Kampar is pronunciation.

The second research by Rohmatillah (2014) entitled “A Study on Students’ Difficulties in Learning Vocabulary”. The purpose of this study was to find out kinds and factors of students’ difficulties in learning vocabulary. This research use qualitative research design. The subject of this study was the

students of the first semester of English Education Department at IAIN who took vocabulary class. Researcher used interview and questionnaire. The difficulties faced by the students were almost all of the students have difficulties in pronouncing the words, how to write and spell, the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. Kinds of difficulties faced by students (1) almost all students have difficulty in pronounce words, (2) how to write and spell, (3) differences the grammatical form of the word called inflection is one of the causes of the difficulty of students in learning vocabulary. (4) students find it difficult in choosing the appropriate meaning from words and (5) students are still confused in using words based on context. (6) students are still confused find idiomatic words or expressions. There are some factors that cause students' difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words students need to learn is very large, (3) limited sources of information about words, (4) Lack of grammatical understanding of words, (5) Pronunciation is still often wrong due to lack of sound similarity between English words and students' native language

The third research by Yosephus Setyo Nugroho, Joko Nurkamto and Hefy Sulistyowati (2012) entitled “Improving Students’ Vocabulary Mastery Using Flashcards”. The purpose of this study was to improve students' vocabulary mastery and student motivation to use flashcards. Based on the pre-research, the fourth grade students of SD Negeri II Watuagung in the

academic year 2011/2012 experienced problems regarding vocabulary mastery. This can be seen from the low vocabulary score and students do not have the motivation to learn English. The purpose of this study was to improve students' vocabulary mastery and student motivation to use flashcards. Researchers used classroom action research techniques. In data collection, researchers used qualitative and quantitative methods. Qualitative data collection techniques, namely by means of interviews, observation, document analysis, and tests. The quantitative data were analyzed by looking for and comparing the average value in the pre-test and post-test, namely the mean score of students in the pre-test was 45.70, in the post-test 1 was 70.52, and in the post-test. 2 is 80.13. Based on these data collection techniques, it can be concluded that teaching English vocabulary using flashcards as a medium can improve students' vocabulary mastery.

The fourth study entitled “Improving Students’ Vocabulary Mastery by Using English Songs” (2017) written by Rizky Gushendra. Based on the research, the process of teaching and learning English, students have low vocabulary mastery. The purpose of this study was to determine the effect of using English songs on the improvement of students' vocabulary mastery. Researchers used quantitative research with experimental designs. In this study, there are two classes as the sample, namely the experimental class and the control class. The variables in this study consisted of two variables. The X variable is the English song and the Y variable is the students' vocabulary mastery. The population is 40 students. The results showed that the students'

vocabulary mastery test ability in the experimental class was at the level of 82.25, and in the control class, it was 63.25. This is a good achievement. Based on the results of data analysis, it can be concluded that the use of English songs can improve vocabulary mastery of students at SMPN 1 Kampar Timur, Kampar Regency, Riau Province.

The fifth study is research from Dilla Silviana Anggi Putri (2013) entitled “ The Use of Jigsaw II Technique and Still Pictures Combination to Improve Students’ Vocabulary Mastery”. This study discusses the use of the Jigsaw II technique and a combination of Still Pictures in order to improve students' vocabulary mastery. The author uses action research. The subjects of this study were 32 students of class 7B SMP N 12 Magelang in the academic year 2012/2013. The research data collection consisted of two cycles. The first is planning, acting, observing, and reflecting. The second is to use observation sheets, questionnaires, interviews, and tests. The results of this study indicate that the combination of Jigsaw II and Still Pictures techniques has succeeded in improving students' vocabulary mastery. Based on the results of the observation sheets, questionnaires and interviews, it was shown that students gave a positive response to the use of this technique and media. The author concludes that the use of Jigsaw II and Still Pictures techniques makes a good contribution to improving students' English vocabulary.