

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

##### **1. The Definition of Vocabulary**

Vocabulary refers to all the words in a language or a list of all words of a language with their meaning. Vocabulary should be mastered by the EFL students because vocabulary is important in English mastery.

There are some definitions of vocabulary that are proposed by some experts. McCarthy in Avita (2011:6) stated vocabulary of a language consists of several hundred thousand of words. According to Hornby in Avita (2011:6), vocabulary is the total number of words in a language or list of words with their meaning. Webster in Rosmawati (2011) added that vocabulary is a list of words or phrases of a language that were arranged in alphabetical order.

From the definition above it can be concluded that vocabulary is a list of words in a certain language with their meaning that can be learned by people in order to communicate with each other with that language.

##### **2. The Important of Vocabulary**

Vocabulary is the main aspect for learning English. Decarrico in Nemati (2010:46) stated that vocabulary learning is the central of language acquisition whether the language is foreign or second language. Nunan in Albodakh and Cinkara (2017) stated that vocabulary learning is fundamental to succeed in

acquiring a foreign language and that plays an important role in spoken and written communication.

As cited in Albodakh and Cinkara (2017) Krashen and Terrel stated that vocabulary is the main factor of communication with other people. Nunan in Albodakh and Cinkara (2017), he said that the limited vocabulary size means that learners are unable for understanding communication. It means that if the learners cannot master vast vocabulary they will get difficulty to communicate with others.

According to all the definitions from the expert above, Vocabulary should be mastered by the learners because vocabulary is important aspect in language learning. If the learners have vast vocabulary they will easy communicate and mastering English well. In otherwise, if the learners have limited vocabulary they will get difficulty in mastering English as a foreign language.

### **3. Kinds of Vocabulary**

According to Hatch and Brown in Alqahtani (2015) there are two kinds of vocabulary namely receptive vocabulary and productive vocabulary. Those kinds are briefly describing bellow:

#### **a. Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is the vocabulary that the learners recognize when they meet in reading a text but do not use in speaking and writing (Stuart Webb in Alqahtani, 2015).

According to Nation in Anjani (2017) receptive vocabulary is words that

being known by the students. The students are able to recognize the vocabulary when it is heard or seen.

b. Productive Vocabulary

Stuart Webb in Alqahtani (2015) said that productive vocabulary is the words that the learners understand and they can pronounce correctly in speaking and writing. The students can pronounce, write, spell, and use the productive vocabulary in grammatical pattern along with the word in usually collocates with it. (Nation in Anjani, 2017)

**4. The Aspects of Vocabulary**

There are some aspects in learning vocabulary. According to Lado in Lestari (2015:6), there are some vocabulary aspects as follows:

a. Meaning

Words in English may have more than one meaning in the different context. The different meaning of words are involves synonym, antonym, connotation and denotation. The first is synonym. According to Oxford Dictionary, synonym is word with the same meaning as another. Second, antonym is word that is opposite in meaning to another. Third, connotation is idea or quality suggested by a word in addition to its main meaning. Fourth, denotation is the actual meaning of the word.

b. Spelling

Spelling is important in learning vocabulary because spelling is the connector of letters and sounds. Spelling that is acceptable in written form may be different even though it is the same words. It is because there are two varieties of spelling. They are British and American English terms. (Nation in Lestari, 2015).

c. Word Classes

Hatch and Brown in Lestari (2015) said that the word classification is based on their functional categories which are called part of speech. The part of speech are involves noun, verb, adjective, adverb, preposition, and conjunction. Noun is part of speech that are used to name people, places, things, events, or ideas. Verb is part of speech that explains about the word that conveys an action. Adjective is part of speech that is used to modify a noun or pronoun. Adverb is used to modify the other words; adverb can modify verb, adjective or the other adverb. Preposition has function to show time and place such as under, inside, bottom, in, on, at, etc. Conjunction is words used to link phrases and clauses.

## 5. The Problems of Learning Vocabulary

We are sure that vocabulary is an important factor in learning English. There are some problems that faced by the students when learning vocabulary such as pronunciation, spelling, memorizing and also in using words in sentence

or in oral communication (Resman in Rosmawati, 2011). Those problems are briefly describing bellow:

a. Meaning Problem

It is reasonable that the Indonesian learners faced the difficulties of understanding the meaning of English words. Sometimes the meaning of the words changes because of the function in sentences, whether it is noun or verb and also a word may have more than one meaning.

b. Spelling Problem

Besides learning pronunciation, it is also important to learn about spelling, because it can improve the students' ability in language skills. The problem of learning spelling are, first is misunderstanding between speaker and listener. Second is the student does not know the spelling of words.

c. Memorizing Problem

There are four memorizing problems. First is the student has low motivation to learn vocabulary. Second is the student does not want to memorize a new words. Third is the student does not always use the words they have known to communicate in daily activities. The last is some English teachers do not find and use proper teaching techniques, which maintain the students' ability of memorizing the words.

## **6. Dimension of Vocabulary Knowledge**

Some researchers had studied about vocabulary breadth and depth which play important role in foreign language learning. According to Nation in Albodakh and Cinkara (2017) breadth refers to quantity, and depth refers to quality and the deeper knowledge of words.

### **a. Breadth of Vocabulary Knowledge**

Breadth vocabulary knowledge refers to the total number of words that understood by the individual of the learners. Acquiring a sufficient number of words is important, it is related with Meara in Albodakh and Cinkara (2017) said that when learners acquired a good amount of vocabulary, they will be more flexible in language use and comprehension than the learners that have small amount vocabulary. Some researchers add that the breadth of vocabulary will influence in four language skills (reading, writing, speaking, and listening).

### **b. Depth of Vocabulary Knowledge**

Depth vocabulary knowledge refers to how well learners know about the words. The depth vocabulary is the deep way to know a word. This dimension involves pronunciation, spelling, meaning, frequency, morphological, and syntactic. It is more useful for the learners who have high proficiency of vocabulary than the learners who have low proficiency of vocabulary.

## 7. Measuring Vocabulary Size

Nation (2006:59) defined that English language consist of 88.000-114.000 word families. It will be hard to the EFL learners for reaching the same acquisition as a native speaker. Knowing how much vocabulary to learn in order to understand is also important for EFL learners.

There are several kinds of vocabulary measurement. As mention before, there are two dimensions of vocabulary they are depth and breadth vocabulary knowledge. There are some ways for measuring both of dimensions. This research focus on the breadth of vocabulary knowledge. Some researchers agree that vocabulary size is very important as a measurement of language proficiency (Nation, et al, 2006). Vocabulary size test is a test to measure the total number vocabulary that have by learners.

Vocabulary size test is design to measure both the first language and second language learners' written receptive vocabulary size in English. Because of the vocabulary size test is measuring receptive vocabulary, the test only measure the vocabulary knowledge and not the vocabulary in use. It can be said this test measures the words that are known rather than the words learned. A test-takers' score provides indication of how well these words could be used in speaking and writing.

## **B. Motivation**

### **1. The Definition of motivation**

Motivation is important for the learning activities of the learners. If the learners have high motivation it can help them to reach the goal. Good motivation of the learners will help them to work harder in study and they will get the goal easily. Motivation is the feeling to catch and arise the success. (Johnson & Johnson in Kusuma, et al., 2015). Hook and Vass, stated that by having a motivation, someone can have encouragement to do something. It means motivation is the basis of any action.

As cited in Fernandez, et al (2001:335) William and Burden defined motivation as a state of cognitive and emotional stimulation that lead to a decision to act and affect in the sustained physical effort. Gardner in Veronica (2008) added that motivation is combination of effort and desire to achieve certain goal and good attitude to the goal. Motivation is important in learning something involves learning English as a foreign language. The students will difficult to learn well if they are not motivated, because motivation may affect on the result of learning.

Motivation is influenced by the need and interest to learn something that is appropriate with their needs and their environment. The learners need good motivation not only from their self but also from outside the learners; family, teacher or the lecturer. Gardner in Fernandez, et al (2001) stated that any attributes of the individual, such as compulsive, desire to please a teacher, produce effort, the desire to achieve the goal and favorable attitudes toward the goal are linked

with the effort or the drive, and then we have a motivated organism. By having a good motivation from the outside, it can help the student increase their motivation that comes from inside the learners to achieve their goal.

## **2. Types of Motivation**

Some experts divided motivation into 2 types, both of them have an important role in learning process. The types of motivation are:

### **a. Intrinsic Motivation**

Intrinsic motivation is motivation that came from the learners itself. It comes from the individual of the learners. Motivation is natural tendency of the learners to find out a challenge as a personal interest. It means that motivation has function to stimulate from the inside.

Woolfok in Rehman, et al (2014) stated that intrinsic motivation is a motivation that comes from factors such as interest and curiosity.

According to Berliner in Margarita (2017:7), intrinsic motivation can be found in four components, they are interest, needs, hobby and goal.

First is interest, interest is the factor which determines an attitude in doing something actively. Learning process will run well if the learners have an interest. If they have high interest they will get success in study easily. Second is need. Need is a condition where there is tension in certain people that resulting from deprivation of something required for survival well-being, or personal fulfillment of something, or any other thing. Someone usually do anything based on their individual need.

Third, hobby is an activity or interest that is undertaken for pleasure in one's spare time. It is something that people really enjoy to do it. Fourth is goal. All people have a goal in their life. Before people do what they want to do, they decide the goal first. The learners should really know about the goals of the learning activities and direct their effort towards achieving them.

**b. Extrinsic Motivation**

Extrinsic motivation is a motivation that comes from outside. According to Santrock in Veronica (2008) extrinsic motivation involves doing something to get something else. Several factors that include extrinsic motivation are preference for easy work, pleasing a teacher or getting grades, dependence on teacher's judgment about what to do and external criteria for success (Spolsky in Veronica, 2008). It means that the learners extrinsically motivated them concerns an individual's getting of rewards.

**3. The Importance of Motivation in Learning Language**

Motivation is needed by students because it is an important factor that can give positive influence in any learning process especially in learning a foreign language. Gardner in Albodakh and Cinkara (2017) defined motivation as the single effective factor of foreign language learning. Motivation can influence students' activities in the learning process, positively and negatively. If the students have positive motivation it

will make the students learn everything easily because motivation can change the activities that they done.

### **C. Basic Assumptions**

Motivation plays an important role in learning. It is difficult for students to learn without motivation. Motivation can affect on the result of learning. If the motivation of the students is high, they will achieve their goals easily but when the motivation of the students is low they are hardly achieve their goals. It is also happened in vocabulary size. The students should have sufficient number of vocabulary. By having high motivation in learning vocabulary the students can have sufficient number of vocabulary.

### **D. Hypothesis**

According to Arifin in Margarita (2017:21), hypothesis is a prediction of the possible outcome of a study. The prediction is about how the manipulation of the independent variable (X) will affect dependent variable (Y). The hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is; there is a significant correlation between students' motivation and their vocabulary size.