

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Nature of Vocabulary

According to Alqahtani (2015:21), vocabulary is one of aspect to learn in language learning. In fact, vocabulary has an important role to explain about feeling and thinking either in spoken or written. It is clear that learners, especially the students should master vocabulary. Due to this condition, the priority of English skill mastery in Indonesia is to prepare the students to be able to absorb information either written or spoken in English. Besides that, according to Achmad (2013:80), vocabularies is the system communication that related with phonology and grammar to express the utterance.

According to Mart (2012:177), vocabulary is a very important part of the language. It is indispensable to express meaning. It means that vocabulary is an important field in language teaching. It takes a great effort if the students want to improve or train their vocabulary. The purpose is that they can master the vocabulary correctly in accordance with its context. One way they can use that is to practice every day. Exercises done regularly will greatly help them to improve their vocabulary level.

In addition, according to Alqahtani (2015:21), vocabulary knowledge is often seen as an critical tool for second or foreign language learners, because a limited vocabulary in a second language impedes

successful communication. It means that if the students want to get or master a language automatically they need to know many vocabulary that aims to facilitate them in communicating with others and also can understand a communication context appropriately.

According to Kamil & Heibert (2005:3), vocabulary can be defined generally as knowledge relating to the word or meaning of the word. In addition, learning vocabulary is the basic language when it comes to mastering a language and without vocabulary, someone will find difficulties in the proses of learning foreign language. Students will face difficulties in some situation. For example, when the students want to read a text but there are some vocabulary that are not understood, it will automatically complicate the students in understanding the contents of the reading. So they are difficult to determine the main idea or topic of discussion what is being discussed.

According to Neuman & Dwyer (2009:385), vocabulary can be defined as words that must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). English language learners use the words they hear to make sense of the words they will eventually see in written form. By understanding words and their connections to concept and fact, learners develop skills that will help them in comprehending text. So, understanding of the learners can rise to a level higher than before.

In addition, according to Sarani (2016:33), vocabulary is a major part of language skills because it allows learners to use four language skills:

listening, speaking, reading, and writing which have an important role in one's language skills. The point is that students must be able to master the vocabulary that much in order to facilitate them in mastering four language skills. For example, in listening, it helps students to understand what speaker says. Next, in speaking, it helps students to express what they want to say. Additionally, it can help students to create their composition correctly in written. Furthermore, in reading, it can help students to understand the main idea of text.

From the definitions above, it can be concluded that vocabulary has significant role in contextualized meaningful of language. Also, vocabulary is one of the factors to know the ability of students in English learning process. If the students have many of vocabularies, automatically the students will be easy to reach their four English skills. They are speaking, listening, reading, and writing. In other words, by mastering vocabulary, of course with grammar, the learners will generate so many sentences easily in spoken and written language. They can also communicate with others smoothly and express their opinions easily

## **2.2 The Importance of Vocabulary**

Vocabulary is important in learning a foreign language because without vocabulary, English learners will be difficult to speak well. In fact, according to Hanifia (2013:81), English has an important role to improve quality for human resources. It means that vocabulary mastery is needed to

get English skills. On the other hand, vocabulary has a significant role for language learners in mastering four skills of the language. They are speaking, reading, writing, and listening, but the priority of what skill should be mastered first is dependent on the background of English in a country. Supported by Asyiah (2017:294), vocabulary is the main major in the process getting of English skills including reading, writing, speaking, and listening.

Vocabulary used is important in daily life of the English learner as it will determine the level of students' acquirement. Furthermore, the students who are good in the vocabulary mastery will have a good skill in language. On the contrary, the students are uninterested in memorizing the vocabulary to comprehend the meaning of the word, phrase, or sentence. According to Alqahtani (2005:21), vocabulary knowledge is often viewed as critical tool for the English learners because a limited vocabulary in a second or foreign language impedes successful communication. It can lead to misunderstandings when English learners want to communicate with others. Automatically, English learners are more often silent and do not communicate so that students' vocabulary knowledge does not increase.

According to Huyen & Nga (2003:2), in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. So the students know how to make vocabulary based on the context communication.

Besides that, Elyas & Alfaki (2014:41) states that vocabulary has correlation with grammar to become proficient in a foreign language therefore, a learner has to learn thousands of words before taking care of grammar , and language teachers should spend considerable time on teaching vocabulary in their classroom, and examining the relationship between vocabulary teaching and vocabulary learning.

Vocabulary is one aspect in English. It is very important to learn English. The students who only learn grammar without vocabulary will be difficult to convey what they want to say. However, the students who only learn vocabulary or just read text or open dictionaries can say something (Harmer, 2001:13). Vocabulary is needed to improve four English skills; listening, speaking, reading, and writing. It means that vocabulary plays an important role in the study. The students who are lacking in vocabulary, will find a difficulty to understand the text, can not speak English, and difficult to write their own ideas.

Finally, the researcher concludes that vocabulary is a basic skill to communicate. The students will not be able to communicate easily without acquire about it. It means that vocabulary is very important in communication. The students can not communicate with others in a certain language if the students do not know much words of the language.

### 2.3 Kinds of Vocabulary

According to Neuman & Dwyer (2009:385), vocabulary can be defined as words that must be known to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Expressive vocabulary consists of words a person uses for a speech or writing so they can understand the meaning of the words. In addition, receptive vocabulary consists of words that can found in a newspaper and editorials. These are unfamiliar words where it can be judged based on the context used. The examples of expressive vocabulary are writing and speaking vocabulary and the examples of receptive vocabulary are reading and listening vocabulary. On the other hand, according to Frijuniarsi & Marlianingsih (2016:20), vocabulary can be divided into two categories including active or productive and passive or receptive vocabulary.

In addition, according to Downing and Locke (2006:16), there are eight classes of words which are noun, verb, adjective, adverb, preposition, pronoun, article and conjunction. Furthermore, he divided it into two main classes that are open and closed. Open classes consist of noun, verb, adjective, and adverb. In different way with closed classes are preposition, conjunction, pronoun, and article.

Based on the Collins (2018:80), there are word classes which are nouns, verbs, and adjectives.

### 2.3.1 Nouns

A noun is a word that names a person, place, animal, thing, event, idea, quality, action, or state; for example, (a) My **life** is so beautiful and (b) They are my big **family**. Additionally, according to Downing (2006:405), there are three types of nouns which are common nouns, proper nouns, and pronouns. Common nouns can be defined as the classification of nouns for persons, places, objects and things in general. The examples of common nouns, house, apartment, and town. Next, proper noun is the classification of nouns for person, place, and object specifically. This noun is used for the name of institution, organization, day, month, nation, religion, and place. The examples of proper nouns, such as, Bandung, Sunday, and Sea world. Last, pronoun is a word that takes the place of a noun. For example, Nadia is an Indonesian person, she is beautiful. *She* in that sentence replaces or becomes a substitute for Nadia who is domiciled as subject.

### 2.3.2 Verbs

Verbs are words that indicate an action or a state; for example, (a) He **is running** (action) and (b) He **feels** tired (state). According to Collins (2018:163) there are three types of verbs which are transitive verbs, intransitive verbs, and linking verbs. In addition, transitive verb is a verb that is followed by a direct object to receive an action from the subject. In contrast, intransitive verb is a verb that is not followed by a direct object as the recipient of action, because the action

does not involve the direct object. Next, linking verb is a verb that links the subject with information or description of the subject.

### 2.3.3 Adjectives

An adjective is a word that modifies or describes a noun or a pronoun. Adjectives usually come before the noun; for example, The cloud is **heavy** and **dark**. According to, Cyssco (2002:154), there are seven types of adjectives which are, qualitative adjective, distributive adjective, possessive adjective, demonstrative adjective, interrogative adjective, quantitaive adjective, and colour adjective. Qualitative adjective is an adjective that describes the shape or state of an object. For example, tall, clever, big, and small. Distributive adjective, which is a distributive adjective. For example, each, every, and either. Possessive adjective, adjective used to show belongs. For example, my, your, his, her, and their. Demonstrative adjective is an adjective used to denote an object. For example, this, that, and those. Interrogative adjective is an adjective used to ask an object. For example, whose, what, and which. Quantitative adjective, adjective used to describe the number of objects. For example, some, any, many, a few, and a little. Color adjective is an adjective used to describe the colors of objects. For example, red, blue, pink, purple, and violet.

Based on the statement above, it can be summarized that there are eight kinds of class word. They are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and articles. In fact, the researcher

limited this research on analyzing the students' vocabulary mastery of nouns, verbs, and adjectives which are used based on the context of communication.

## **2.4 Vocabulary Mastery**

Vocabulary mastery must be acquired by students in order to get other competencies like listening, speaking, reading, and writing. In other words, vocabulary mastery takes an important role in mastering the four basic skills of English. In relation to the teaching-learning of the four skills of English, vocabulary is an inseparable part of any language learning, for example: in reading. It would be impossible to learn a language without vocabulary. It should be presented, explained, included in all kinds of language learning activities and must be learnt by students. Vocabulary mastery would be very helpful for the students in learning English, especially in reading skill.

According to Alqahtani (2015:26), vocabulary mastery is needed to express our ideas and to understand others. It means that, by understanding many vocabulary will make it easier for us to express our opinion. For example, in a discussion forum, if the English learners already understand many vocabulary then automatically the English learners will easily provide an argument against a topic being discussed. Another example, if the students are listening to a song, and they know a lot about vocabulary, it will make it easier for the students to know what the song means.

In addition, according to Alqahtani (2015:26), vocabulary mastery is a great way of using language words, which are useful for the needs and motivations of their own interests. Vocabulary mastery plays an important role in the four language skills and it should be considered that vocabulary mastery is one of the needed components of language. It is because of the limited of their vocabulary. Therefore, students are expected to be interested in mastering many vocabulary to increase their vocabulary level. According to Richard & Renandya (2002:256), information is now available on what such targets should be for learners at different proficiency levels. For example, 3,000 to 5,000 words is suggested for learners continuing to tertiary education studies. These words may have to be taught directly. For example, students can train their vocabulary by routinely reading a book. When students have often read books automatically will practice their understanding of the new vocabulary which they find in the book. In another example, another way for students to practice their vocabulary is that the students can listen to the English song after that the student tries to guess how to correctly write the lyrics of the song.

According to Pan & Xu (2011:1586), vocabulary is the most important element in learning a foreign language well as one of the three basic parts (phonetics, vocabulary, and grammar). For example, grammatical translation is a common way to teach new words. Typically, teachers teach the words and phrases one by one in the list, give some distant sentences of

students' understanding. So, the students have a challenge to understand or add new vocabulary in their understanding.

Finally, the researcher concludes that vocabulary mastery has an important role for the four language skills. All demand much on the vocabulary mastery. Students' listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary. The students can get in reading or listening classes if the materials are full of unknown words. They will find difficulties to comprehend the text they read and the materials they listen. Students will fail in speaking classes as well as of the lack of vocabulary. They will fail to express their thoughts and ideas. They become reluctant to communicate either in or outside class with other friends.

## **2.5 Relevant Studies**

In conducting this study, there are some previous researchers that used Vocabulary mastery technique. The researcher uses those previous studies which used as a basic consideration to conduct this present study. The related study which are used as references are described in chronological order below. Based on the research that done by Shari (2015) entitled Improving Students' Vocabulary Mastery By Using Mystery Bag Strategy of Second Year of MTS-Muttaqin Pekanbaru. The result of this research can be concluded that Mystery Bag greatly helped to increase students' vocabulary of the second year students of MTS Al-Muttaqqin Pekanbaru. The students easier to understand and remember the material, because students become

active in the class. It is more interesting in learning process because the teacher used strategy in learning and decreasing the monotony of teaching learning process especially in teaching vocabulary.

Then, Widyasari (2010) entitled *The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)*. The finding of the research on MA Al Bidayah Candi Bandungan shows that: The teaching learning process by using crossword puzzle gives the positive effect in improving the student's vocabulary and the student's motivation in learning vocabulary. This is shown by the students' enthusiasm in doing crossword puzzle and most of the students more understand what the teacher said in cycle II than in cycle I. Moreover, the student's achievement of vocabulary has improved by using crossword puzzle in teaching learning process. When making a comparison between pre test and post test, it can be seen that the students' score in post test is greater than pre test. Furthermore the result of t-test calculation in cycle I is 5, 97 and in cycle II is 6, 33. T-table with  $n = 26$  is 2, 06. If t-table is same or greater than t-test calculation, so the null hypothesis ( $H_0$ ) is rejected.  $H_0$  is rejected, therefore there is significance difference between pre test and post test mean. It indicates that by applying crossword puzzle, the students' vocabulary has improved. It means that Crossword puzzle provide significant contribution in improving the students' vocabulary. Finally, based on the statements above,

the researcher concludes that crossword puzzle is appropriate for the first year students of MA Al Bidayah to improve vocabulary mastery.

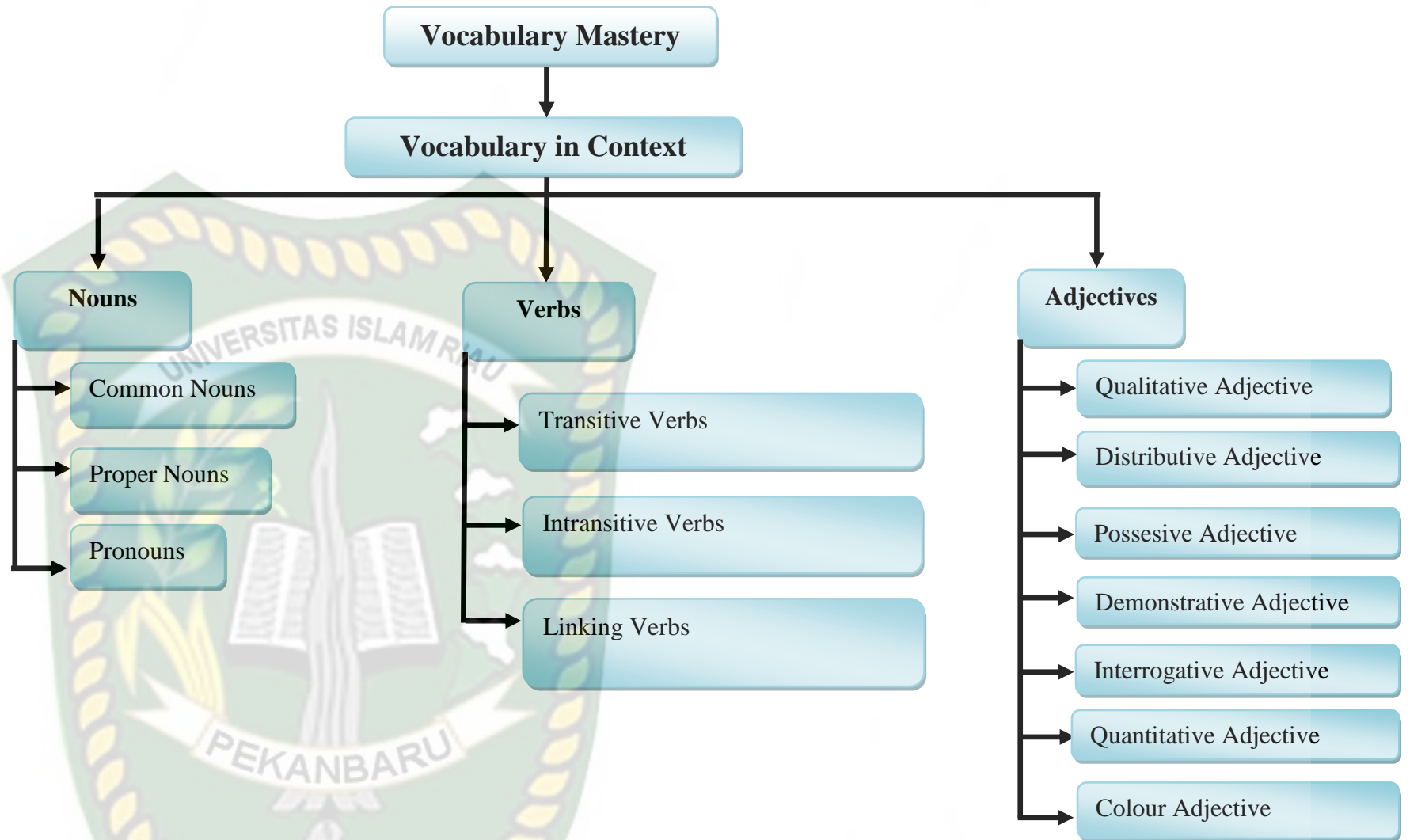
Next, Nurbaiti (2016) entitled *An Analysis of Student Vocabulary Mastery in Using Antonyms at Pondok Pesantren Bahrul 'Ulum Kampar Kiri*. The result of using antonym and finding score test and questionnaire of the student of the second grade MA PP Bahrul 'Ulum got means score 65, and the questionnaire gave the result was poor. It means that the capability of the student was average. The biggest problem of the students was antonym. It can be seen that many difficulties faced by the students in looking for antonym in the text. Next, they was difficult in identifying antonym but the students also doing mistakes in writing the words, they did not know how to write the words. Based on the mean score of the students namely 5.89, it indicated that students ability in fair classification. By looking the students' score classification, most of the students were in the poor classification (40%), 15% students were in fair classification, so can be concluded that the students still have low ability in identifying antonym using in the text.

The other research was conducted by Ihsani (2017) entitled *Improving Students' Vocabulary Mastery Using Song Lyric*. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is Vocabulary activities. The Implementation of Lyric Song improve the student's vocabulary mastery at seventh class B of MTs Muh 2 Karanganyar having conducted the research of teaching English vocabulary at the Junior

High school level, it can be shown that the implementation of song Lyric can improve the students' vocabulary mastery. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. Dealing with the score that the students got, there was a significant improvement. The use of lyric song improves the seventh grade of students' achievement in learning English especially in vocabulary mastery. It can be seen from the comparison between the mean score of pre-test and post- test in cycle 1 and cycle 2. For pre- test, the mean score of was 49,88. The mean score increased on post- test 1 and to become 73.o5. In cycle 2, the mean score of post- test 2 was 80.41. It was higher than the mean score of post- test 1.

All of the relevance studies above closely related to the research that the researcher done. The previous studies mostly discussed about vocabulary mastery. In diffrent way, the researcher do a research about vocabulary mastery in context by focusing on quantitative research approach.

## 2.6 Conceptual Framework



In this research, the researcher studied about vocabulary mastery. Based on the theory of Collins (2018:80), there are several components about vocabulary. However, this study only focused on the nouns, verbs, and adjectives. Nouns are divided into common nouns, proper nouns, and pronouns. Next, verbs consist of transitive verb, intransitive verbs, and linking verbs. Last, adjectives consist of qualitative adjective, distributive adjective, possessive adjective, demonstrative adjective, interrogative adjective, quantitative adjective, and colour adjective, but the researcher only focused on qualitative adjective, possessive adjective, and demonstrative adjective.

## **2.7 Assumption**

The researcher made an assumption that English language learners get a problem in understanding the use of vocabulary based on the context.