

## **CHAPTER II**

### **REVIEW OF RELATED STUDIES**

#### **2.1 Theoretical Study**

##### **2.1.1. Definition of Vocabulary**

One of the most important elements in learning English is vocabulary. Vocabulary is also related to the four skills of language learning (speaking, reading, listening, and writing). Since vocabulary is the foundation of foreign language learning, especially English, students need to strengthen their vocabulary. According to Puppita and Losari (2017), Vocabulary is a collection of several words in a language or a list of words and their meanings. In simple terms, vocabulary is the number of meaningful words that need to be understood and the organization of words in a language using certain rules. Thus, it is clear that vocabulary must exist in a language. Ilma and Dianti (2016) state that vocabulary is the most basic and also the most central skill in language teaching because, without sufficient vocabulary, one will not be able to understand others or even express their ideas. For example, if students have a limited vocabulary, they cannot understand anything related to English, such as movies, songs, magazines, etc. According to Amirian Heshmatifar (2013), vocabulary is the foundation of communication and is often considered the biggest problem for English language learners. Understanding vocabulary allows English

learners to communicate with others in English. If English learners want to be fluent in English, they must know the essential vocabulary in daily conversation.

According to Faraj (2015), language beginners need to understand vocabulary knowledge and improve vocabulary to create language. Therefore, knowing vocabulary will help them learn English more easily. At school, vocabulary is one of the subjects that must be mastered in English. The word knowledge that students have is strongly related to academic achievement because those who have a large vocabulary can understand new ideas and concepts faster than students who have a limited vocabulary (Sedita, 2005). This means that students with limited vocabulary will have difficulty in understanding English. In short, vocabulary is the basic and essential thing related to language ability for students to be proficient in English. If students want to learn vocabulary, they need to know what kind of words they will use in English conversation.

Vocabulary proficiency is one of the factors to master English as a foreign language. foreign language. In other words, students are able to understand and use words and their meanings. The better students master vocabulary, the better their English-speaking ability. With a limited vocabulary, it will be difficult for students to master English skills.

### **2.1.2. Definition of Vocabulary Mastery**

Vocabulary is at the heart of language and is one of the subjects studied by students of all grade levels in Indonesia. Mastery is defined as mastering general knowledge.

According to Webster, proficiency is the skill or knowledge that enables a person to master a subject. (Webster, 1979) Meanwhile, Porter defines fluency as learning or understanding something thoroughly and having no difficulty in using it. (Protector, 2001) From the above definitions, proficiency is the skill or knowledge required to understand or master a subject. To master all language skills, one must first master vocabulary to understand these skills more easily. Vocabulary fluency is very important for a person or learner in language learning because vocabulary is an important part of communication. Mastering English vocabulary in learning a language is fundamental. This is supported by Lewis and Hill "Vocabulary fluency is more important to students than grammar." (Lewis and Hill, 1997) Furthermore, Krashen states that vocabulary is the basis of communication. In other words, without mastering it, students will have difficulty using English and cannot participate in communication. Indeed, vocabulary plays an important role in language learning and comprehension. From the definition, it can be concluded that lexical fluency means the ability or skill to acquire or absorb many words in language learning to enable students to communicate when speaking, listening, reading, or writing in English.

### **2.1.3. Kinds of Vocabulary**

Speaking of vocabulary, there are some words that learners need to know in order to learn a language. According to Montgomery (2007), there are four types of vocabulary:

- a. listening vocabulary

Vocabulary that we hear and understand. From inside the womb, a fetus can already perceive sounds as early as 16 weeks old. In addition, babies also listen while awake, and we continue to learn new words in this way throughout life. By the time we reach adulthood, most of us will recognize and understand nearly 50,000 words. The number of exemplary words is much lower than what a child's auditory vocabulary can hear.

b. Reading Vocabulary

Words that we understand when we read a text. We can read and understand many words that we do not use in our spoken vocabulary. This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot "expand" your vocabulary.

c. Speaking Vocabulary

The words we use when we speak. Our language vocabulary is relatively limited. Most adults use only 5,000 to 10,000 words for all their conversations and instructions. This number is much lower than what we are used to hearing, probably because of the ease of use.

d. writing vocabulary

Words that we can use when writing to express ourselves. We often find it easier to explain orally, using facial expressions and intonation to help convey our ideas, than to find the right words to convey the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.

#### **2.1.4 The Importance of Vocabulary**

Vocabulary is the collection of words that make up language and its importance in reading comprehension is undeniable. Without a good knowledge of words and their meanings, written and spoken communication will be difficult to understand. Teachers and parents can emphasize reading activities and verbal interactions with children to help build a solid vocabulary.

Students must have a rich vocabulary that continues to grow through language and literacy experiences, in order to understand and compose increasingly complex texts, and use spoken language for a variety of social purposes. Focusing on vocabulary is helpful in developing knowledge and skills in various aspects of language and literacy. This includes help with decoding (phonemic awareness and phonetics), comprehension, and fluency.

Thornbury (2002) in Ayuningtyas (2011) states that vocabulary means a large set of items. He added that learning vocabulary is important because it can enrich one's word knowledge. This implies that the success of a learner in learning a language does not only depend on the number of vocabularies he learns, but also on the formation of vocabulary.

To show the importance of vocabulary, Bromley (2004) asserts that vocabulary has several important roles in the teaching and learning process. These roles are:

1. Promoting Fluency.

Students who recognize and understand more words read faster and easier than students with less vocabulary. Fluent readers read faster, process more documents faster, and comprehend better than less fluent readers.

2. Boosting comprehension.

Vocabulary knowledge greatly affects reading comprehension. In the analysis of comprehension components, word meaning was found to contribute 74% to comprehension.

3. Improving achievement.

A large vocabulary means a lot of conceptual knowledge, which facilitates learning.

4. Improves thinking and communication skills.

Words are tools for analysis, inference, evaluation, and reasoning. A large vocabulary allows you to communicate in a way that is relevant, powerful, persuasive, and engaging. In short, realizing that vocabulary knowledge is very important, students should pay more attention to vocabulary teaching.

Teachers must have good and effective vocabulary teaching methods to be successful. If one can master vocabulary, one will be able to improve fluency, improve comprehension, improve results, and improve thinking, and communication.

### **2.1.5 The Aspect of Vocabulary Learning**

In learning vocabulary, students can learn several aspects. The focus of vocabulary learning in this study lies on the meaning of words. According to Lado in Mardianawati (2010), the aspects of vocabulary that students can learn are as follows:

a. Meaning

When conveying meaning to students, teachers should teach students that a word can have multiple meanings when used in different contexts.

b. Spelling

Spelling is very important in learning vocabulary. Because spelling is necessary for reading. Spelling is the associative sound of a letter. Therefore, teachers should take care of students' correct English pronunciation and spelling.

c. Pronunciation.

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no relationship between the spelling of the word and the pronunciation. Some words have only one pronunciation and sometimes a word has two or more pronunciations.

d. word classes

Word classes are types of words such as nouns, verbs, adverbs, adjectives, and prepositions. Word classes are an important feature of semantic analysis, for example, nouns (mom, feather, beach), verbs (dance, sing, cook), adverbs (right, then, there), adjectives (small, sad, pretty), prepositions (at, in, from, at, with).

e. Word usage

Word usage is the way words, phrases, or concepts are used in a language. Word usage can also be linked to grammar and thus can be analyzed in depth to identify usage patterns and regional or social meanings.

### **2.1.6. Learning English Vocabulary**

Vocabulary mastery is important for mastering the four main skills of speaking, reading, writing, and listening. Vocabulary learning is central to language acquisition, whether in a first, second, or foreign language. Learning English vocabulary requires a process. For this process to be effective, learners must be in a productive state to master the vocabulary. Thornbury (2002), states that such conditions will help students acquire a large number of words that will be used in understanding and creating language. Also, it will allow them to remember words over time and be able to recall them easily.

Teachers are should interested in how students learn vocabulary. If we know more about students' strategies and what works and what doesn't, we can help students find more beneficial strategies. We can give tips on how to learn vocabulary. Some teachers even give homework for this purpose. Hatch and Brown (1995) mention that there are five important stages in vocabulary learning, namely

a. Encountering new words

The first important step in learning vocabulary is to cultivate new words, i.e., to obtain word sources. Student strategies here include learning new words by reading books, newspapers, and magazines, and listening to television and radio. In the case of regular vocabulary learning, this step is clearly the most important. Since occasional vocabulary learning must occur if second language learners are to approach the vocabulary equivalent of native speakers, this step is crucial.

b. Getting the word form

Another important step in word learning is to get a clear picture of the word form, either visually or aurally, or both. This stage is illustrated with comments on how to combine new words with words that sound like symbols in my native language and words that look like other words already known at this stage. The importance of having a clear picture of tenses becomes clear when we consider what happens when we try to select a word.

c. Getting the word meaning

The third key step in student-reported strategies is largely related to the idea of vocabulary learning: understanding the meaning of the word. This stage involves asking a native English speaker what the word means, asking someone who speaks my native language what the word means, getting an idea of what the word means, etc. Understanding by reading the text, students understand the meaning of the words more easily than just reading a list of words. This is due to the importance of the vocabulary of the text. In addition, teachers help students understand the meaning of words using the visual and verbal techniques mentioned earlier.

d. consolidating word form and meaning in memory

Various vocabulary learning exercises such as flashcards, matching exercises, and crossword puzzles can strengthen the connection between form and meaning. To recall previously learned vocabulary, the form and meaning of words need to be consolidated in memory. At this stage, students do exercises to make strong mnemonic connections between word form and meaning.

e. Using the word

The final step in learning words is using words. Some argue that this step is not necessary if receptive knowledge of the word is desired. However, when the goal is to help the student progress as far as possible along the vocabulary continuum, word use is necessary. With words, students seem to get the assurance that the word and its meaning will not disappear from memory after learning. Using words can be a form of hypothesis testing, allowing students to see if the knowledge gained in the other steps is correct.

## **2.2 Previous Related Study**

According to Randi (2018: 15), previous research is one of the references researchers in conducting research so that researchers can enrich theories used in reviewing the research conducted. Here is the previous research in the form of several journals related to this research.

The first is Wijayana. Rozak., and Isnaini (2018) *Analyze students' difficulties in mastering vocabulary*. IKIP PGRI Bojonegoro. In this study, the researcher wants to know the difficulties of students in mastering vocabulary and also the factors that can affect students' mastery of vocabulary. The researcher uses interviews, documents, and observations to find data. This study is a qualitative case study, which aims to analyze students' difficulties in mastering vocabulary.

The results of this study are similar to this study, as students have difficulty because they cannot pronounce words correctly, the difference between spoken and written English, the spelling of words and the mismatch between pronunciation and spelling. Similar factors in students' difficulty in mastering vocabulary between

IKIP students Bojenegoro and SMPN 4 Jayapura students were low interest in learning English and less use of dictionaries by students.

The second is the study of Bimas, Netty and Hajra (2020) *students' difficulties in mastering vocabulary in SMPN 1 Baula first graders*. The objective of the study was to understand students' difficulties in mastering vocabulary and to find the root factors of students' difficulties in vocabulary mastery. This study uses qualitative research design, to collect data, the author uses questionnaires and interviews. This study was conducted by interviewing 3 students assigned by the teacher. This means that students have the same chance of being selected as individual participants. In this study, the researchers had 20 participants. The same was true for this study where the students were named by the teacher and qualitative research was used to collect the data. The results of this study are the same as the above study, such as word pronunciation, spelling difficulty and word meaning difficulty,

The third is Rohmatillah. (2014) *A study of students' difficulties in learning vocabulary*. IAIN Raden Intan Lampung. The objective of the study "Studying students' difficulties in learning vocabulary" is to explore the types and factors that cause difficulties for students in learning vocabulary. The subjects of this study were first-semester students of the Department of English Education at IAIN, who took vocabulary classes. This study uses a qualitative research design, implementing the characteristics of case studies. To obtain the data, the researcher used interviews and questionnaires. All data were analyzed descriptively. The results show that

students still have difficulties or difficulties in learning vocabulary. The results were similar to this study, it was found that almost all students had difficulty pronouncing words, writing and spelling, and using grammatical patterns correctly.

The fourth is Rahmawati, Nunik. (2012) *Difficulties in learning English vocabulary of 8th grade students of SMP Negeri I Borobudur in the 2011/2012 school year*. University of Negeri Yogyakarta. This study aims to find out the difficulties in learning English vocabulary of 8th grade students at SMP Negeri I Borobudur school in the 2011/2012 school year. The study uses a descriptive quantitative method because the researcher describes the data in numerical form. The researcher also uses a descriptive qualitative method to help with quantitative interpretation. In this study, it is similar to the study in that students have difficulties such as pronunciation, word use and meaning.