Chapter Two

Literature Review

In this chapter, the researcher would like to support this study with theories of several studies. This chapter elaborates studies including theories related to this topic of this study, review of related of the study and the last is conceptual framework.

Vocabulary

Definition of Vocabulary. According to Zimmermancited in Coady and Huckin (1997)vocabulary is central to language and of critical importanceto the typical language learning.Vocabulary is the main factor in language learning. Without it, someone cannot understand the meaning of foreign language. Increasing a worthwhile vocabulary is center to the learning of a foreign language at primary level (Cameron, 2001).So, for the first learner, he or she must know and understand the vocabulary first.

The Importance of Vocabulary. The importance of vocabulary in language learning process can be seen from benefit of vocabulary itself. We have got to communicate effectively likesexpressive vocabulary iswords inspeaking and receptive vocabulary is wordsin listening (Neuman&Dwyer, 2009).While Schmitt (1997) suggest vocabulary knowledge is only one component of language skills such as reading and speaking. Also Njoroge, Ndung'u and Gathigia (2013) state that students who have a limited vocabularyare at risk ofnot becoming proficient in reading. Moreover, no matter where to earn clear communication of though and ideas in writing professionally, students should have a vocabulary

first. Thus, it can say that in language, vocabulary is the one of the substances. Between all the substances of language have connection with others, language knowledge well defined from vocabulary used.

From those definitions above, it can be concluded that vocabulary is the amount of words which needed by the first foreign language learner to understand the meaning of language, included having an effect on all of language skill such as writing, listening, reading and speaking ability. That is the reason why it is important to learn vocabulary.

Types of Vocabulary. There are two types of vocabulary, active and passive. The words that the students can know the meaning, articulate precisely, and use constructively in speaking and writing is the signification of active vocabulary. Then, words that the students realize and know when they occur in context, but which learners can not invent correctly themselves is signification of passive vocabulary (Lewis, &Hill, 1997).

Thus can be defined, it said active because the words always used in English. Vocabulary often heard and it is not strange. Commonly, it easy to understand the meaning is the characteristic. Opposite from active, passive vocabulary is hard to understand. It is kind of vocabulary which is rarely used in conversation and making words in English. Process to understand a vocabulary is not easy. It is not enough by memorizing the word. The possible and impossible collocations of words need to understand by students being active vocabulary.

According to Lewis and Hill, there are relationships of words. First, Antonym is a word opposite in meaning to another word is Antonyms. Many antonyms in our life, such as gender there are male and female or hi and bye words in our conversation. In second there is complement. Complements is two words exist and one automatically excludes the other is complements. Like single / married, it is possible to explain by saying single means not married. The third there is Converses. Converses is a pair of words that implies the other. The example: younger than/older than, parent/child. Fourth, there is Hyponyms. Hyponyms is a word of more specific meaning than a general or super ordinate term applicable to it. Rose, Violet, and Daisy are hyponyms of flower. The last is Synonyms. Different from antonym, synonym is a word that means exactly or nearly same as another word in the same language. As we know beautiful have same meaning with pretty, lovely. Moreover, there is funny: humorous, comical, hysterical, and hilarious.

Vocabulary Mastery. As a significant thing in learning and understanding language, people especially for students who will master the language, they must have to master vocabulary first. According to Alqahtani (2015) vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. While Sa'imah (2014) said that vocabulary mastery is effort to understanding new words or recent words in spoken or written.

There are some indicators of vocabulary mastery; countable nouns, uncountable nouns, Collective nouns, abstract nouns, suffixes, roots, synonyms,

context clues, and punctuations (McCarthy, 2000). In this case, a countable noun can be used with 'a' or 'an' with singular form, and ending in 's' or 'es' for plural constructions. Meanwhile, an uncountable noun is not normally used with 'a' or 'an', but it is used with articles 'some' and 'any'.

To master vocabulary there are some factors needs to be taught by learner. So the factors come from forms; pronunciation and spelling, grammar, collocation, aspect of meaning; denotation, connotation, appropriateness, meaning relationship, and words formation. Those are factors that should be achieved by learners (Ur, 1996). From those factors above will be explained concisely here.

Pronunciation and Spelling. Essential for learners to know pronunciation (the way in which a word is pronounced) and spelling (the activity of writing or naming the letters of a word). Both of them can divide into two parts as writing and oral form. Whereas in writing form, learners should learn alphabet and sound, and then in oral form there are some aspect to learn likes intonation, stress and junction. For example in writing form, the alphabet is '*you'* [*y-o-u*] but it is sound like [*yu*].

Grammar. Grammar is the system and structure of language in general for forming words and making sentence. In grammar there are tense like present tense and past tense (simple, progressive, prefect simple, perfect progressive and etc). The meaning of learning grammar in learning vocabulary, for the example learning noun with plural word from '*speak*' like in simple present (He *speaks*.) and in simple past (He s*poke*.), moreover in present perfect simple (He has *spoken*.) and so on.

Collocation. The combination two or more words are often used together in a way that sound correct but might not be expected is meaning of collocation. For the example:

Table 1

The Example of Collocation

Natural English	Unnatural English
Powerful Computer	Strong Computer
Strong Coffee	Powerful Coffee

Table 1 Collocation Table

The expression '*powerful computer*' while same meaning could be extended by the probably equivalent '*strong computer*', this expression is considered incorrect/unnatural by English speaker. Conversely, '*strong coffee*' is preferred over '*powerful coffee*'.

Denotation. Denotation is the primary meaning of word in contrast to ideas that the word suggest. For example, Elephant is a kind of animal, more specifically it is herbivores mammal. Other is a lion, which is kind of animal who common carnivorous mammal.

Connotation. Connotation is an ideas or feeling that word engage in addition to primary meaning. The example connotation of '*Home*' is '*a place of comfort, warmth, and affection*'.

Appropriateness. Appropriate is the meaning of certain context, it useful for learners to know that certain word is most common in polite conversation or in writing but it's not in speech.

Meaning relationship. The meaning relationship is meaning that one and others which is related. There are kinds such relationship likes synonym, antonym, hyponym, co-hyponyms, super ordinates and translation. Here, the explanation from those:

Synonym. Synonym is similarity of word which has same meaning, for example good, kind, fine.

Antonym. Antonym is the opposite meaning of word; long is antonym of short.

Hyponym. Hyponym is a word of more specific meaning; apple, grape are hyponyms of fruit.

Co-hyponyms .Co-hyponyms is a word that shares the same kind of thing; yellow, red, blue, black, white.

Super ordinate. Super ordinate is general of specific items; fruit is the supper ordinate of grape, apple.

Translation. Translation is process of translating words or meaning from mother tongue or one language into another language.

Words formation. Words formation is the creation of new word. Sometimes, words formation compared with *semantic development* (evolution of word usage or change in one of the meanings of a word). There are some types of

words formation. One other thing is blending. Forming word by collecting parts of two words after clipping is a definition of blending. For the example 'brunch' is blend word from breakfast and lunch. Furthermore, there is a 'motel', which this word comes from motor and hotel.

Macmillan (2009-2016) states that mastery is (1) great knowledge or skill, (2) power or control over someone or something. It means that mastery defined as completeness in skill, having extensive knowledge and gain of tremendous power that impact on understanding something learns. By mastering in vocabulary, it will give easy way for students to master aim language and also increase students' skill and knowledge in learning language. From the statement above, it can be decide that vocabulary mastery is the ability of students to knowing much, understanding the meaning the words.

Method of Learning Vocabulary

Everyone learns differently, who in this case is students, they have different style or method for their learning process and that is nothing new. However, in school there are teachers who teach and lead them in learning process. Besides that, there are any methods that students still can to do, which means students can choose their method which is more helpful for themselves in learning process.

Learning Style. Learning is complex draft such as human brain, everyone have different mind and absolutely have different own way to learns as well (Ferriman, 2013). He classifies a learning style into seven categories. There are:

Visual. In visual learning style, these people prefer use images, picture, colors, mind maps, and diagram.

Physical. By drawing diagram, role playing or using physical object are all strategies of physical learner. They use their body to assist in their learning process or it can say "learn by doing".

Aural. Using sound, music, rhythms, recording, clever rhymes, and so on. Aural learners prefer used those kinds.

Verbal. The verbal learners used words, both in speech and writing. They make most of word based techniques, scripting and reading content aloud.

Logical. Like the name, logical strategies using logic, reasoning and system to explain or knowing concepts. They aim to understand the reason behind the learning, and have a good ability to understand the bigger picture.

Social. Learning with enjoy in the groups or with the other people and also aim to work with others is the characteristic of social learning style.

Solitary. Contrary with social, solitary learn alone and through self-study.

Learning Methods. According to Brown (2012), there are five main types of vocabulary learning methods. (1) Recognition and meaning method. By using these methods such as dictionary use, word parts and guessing words, it will help learners to distinguish words in reading and listening, and also learn spelling and pronunciation, as well as meaning. (2) Memory methods. It will help learner to remember and learn new words by using word card, word part, and word webs and connection. (3) Vocabulary use methods. When speaking and writing, learners

can use words more fluently and correctly from vocabulary activities. By using words, it will help learners to remember words and phrases. (4) Planning and organizing methods. So,used those methods, it will help learners to control and manage learners' vocabulary learning. By deciding which words to learn, and then setting goals, and organizing words in vocabulary notebooks, it can help learner to be more efficient and focused (5) Testing and evaluation methods. To measure learners' progress, learners need vocabulary knowledge test. Reflecting and evaluation on learners' learning and use of methods, it will help learners to improve learners' use of methods and find a better ways to learn.

In other research result, 600 Japanese students being a sample by Schmitt (1997), he wants to know which vocabulary learning methods the learners actually used and how benefit they believed them to be. Then, from the Schmitt' results, there are five methods that most commonly used: using a bilingual dictionary, using a writing repetition, saying a new word aloud, studying a word's spelling, and taking notes in class.

Problem and Solution in Vocabulary Mastery

Problem. Actually, in learning vocabulary mastery there are some problems that students face. Meara (1995) said that the biggest problem that students face in learning vocabulary is cannot recognize any of words because all the words are unfamiliar. According to Shelby (2012) multiple sense English words and synonyms (words with similar meaning) present special difficulty for foreign learners in vocabulary mastery. Moreover, special problems involved in

vocabulary mastery such as polyse, the word's idiomatic usage, false congnates and distinction between homophones (Guccirush, 2011).

Nino (2012) said there are some problems do students face in learning vocabulary such as not remembering the meaning of words, they do not know that not only have to see the meaning, but also its pronunciation, synonyms, antonyms and categorize. While HQ (2015) state that there are some common problems for students to improve their vocabulary mastery. First is students do not know prefixes and suffixes, second is student cannot tell the meaning of new word from sentence or paragraph, and then students unable to transfer new words to real life vocabulary because new words are easily forgotten and never used.

Solution. According to Sa'imah (2013), she said that to solve the problems in improving vocabulary mastery, student need more practice and action in every aspects like writing, reading, listening, and reading.

Writing. In vocabulary mastery, students may not only remembering word by word because only remember is very difficult and it can be easily forget. For solution, students can make a diary, note, poem and so on. Else, students can do some assignment, translating some words and so on.

Reading. With well-read and analyze the texts, it will give an impact on students' pronunciation and also it makes students easier to remember new words. Students need to read often some texts with the translation. By doing that, it will make students understand the meaning of the texts.

Listening. In listening, students can listen some songs, or conversations in the movie. Not only listen, students can sing the songs by looking the lyrics of the songs, or repeat the conversations by reading the subtitle in the movie. Not only that, students need to looking for the meaning of the lyrics and subtitles.

Speaking. To solve the problem in speaking, students need to practice by trying to speak everyday word by word.

By using dictionary to get information about the meaning of new words, and note-taking to remembering about information of new words after using dictionary that are the ways to solve problems that students face in improving vocabulary (Gu, 2003).

Repeating the same words and tries to looking some new words (HQ, 2015). From above it can say that used the same words over and over to understanding more about the meaning of the words and keep looking something new to gain more of words.

Conceptual Framework

From those explanations before, it has been explained that vocabulary as important aspect in learning English. Students used some methods to improve their vocabulary mastery, there are learning style and learning methods as means in learning process. In learning style, there are seven categories that is classified by Ferriman (2013); visual, physical, aural, verbal, logical, social and solitary. For learning methods, as brown said there are five learning methods; recognition and meaning method, memory methods, vocabulary use method, planning and

organizing methods, testing and evaluation methods. Moreover, there are five methods from Schmitt' result; using a bilingual dictionary, using a writing repetition, saying new word aloud, studying a word's spelling, and taking notes in the class.

In learning vocabulary mastery, there are some problems faced by students. Meara (1995) said that the biggest problem in learning vocabulary is cannot recognize any of words. Then Shellby (2012) said that in learning vocabulary, multiple sense English and synonym present special difficulty. More problems are unknown words, spelling, easily forgets and so on.

To encounter the problems, there are solutions that can be use by students. Students need more practice and action in every aspects like writing, reading, speaking and listening (Sa'imah, 2013).Students can write diary, do assignments, translating some word, reading book, listening conversation, trying to speak word by word, remembering by taking note, make a diary, repeating the same words by words, and so on.

Hence, this study tries to know non-English department students' methods to increase their vocabulary. Then, this study also wants to find their problems and what solution they have to solve their problems.