

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the aspects of learning a language, especially English. It is always related to four important aspects of learning, namely reading, writing, listening, and speaking. According to Richards and Reynandya (2002:255), vocabulary plays a crucial role in acquiring language skills which is the basis for learning to speak, listen, read, and write. As a basis for learning a language, students need to learn vocabulary well so that it can facilitate them in the learning process.

According to Astuti (2014:191), Vocabulary is a collection of words that comprise a language or unit of language speaking, utilized and understood in a variety of daily activities including trade, technology, literature, politics, professions, and others. This statement is also supported by Hiebert and Kamil (2005:3), vocabulary is the set of words for which we know the meanings when we speak, write, or read. Vocabulary is a crucial component of language that preserves all knowledge of word meanings and uses. it's means vocabulary is fundamental in communication and an essential skill to acquire. So that with vocabulary, the speaker can easily convey the message that wants to express. Without grammar very less can be expressed, without vocabulary nothing can be expressed (Thornbury, 2002:13). It means without vocabulary we can't express anything because without vocabulary we can't know the meaning of the word that we use.

Based on the preceding explanation, vocabulary can be summed up as a crucial feature of language learning because it is a basic component in speaking, listening, writing, and reading. Vocabulary refers to the understanding of word meanings. Knowing a word's meaning is one way to comprehend a sentence's or a paragraph's overall meaning. Vocabulary

can be used to accurately and concisely convey thoughts, feelings, and information to others so that other people can catch the meaning correctly.

2. Type of Vocabulary

There are two types of vocabulary, productive and receptive vocabulary. Productive vocabulary is a collection of words that are well-known, familiar, and often used when someone writes or speaks. Otherwise, receptive or recognition vocabulary are words that students are less familiar with and rarely used, but they can give meaning when they hear or read them (Hiebert and Kamil, 2005:3).

Productive vocabulary for each person is different depending on the knowledge they have about vocabulary, for example in the sentence "I have two hands" some people will find it easy, but it is not impossible if there are some who find it difficult. Receptive vocabulary is a vocabulary that is infrequently employed and foreign to students' ears. But when they hear or read it students can give meaning to the word. This vocabulary is not used spontaneously by students, but when they find it they recognize it. Based on the explanations, the researcher focused on productive vocabulary.

3. Difficulties in Vocabulary

The difficulty is defined as something difficult to do, hard to understand or a problem. It is something that creates difficulties. Students' difficulties are situations in which the students face troubles. It will be seen in the blunders and faults made by students during the way of learning. For those whose are learning a foreign language, vocabulary knowledge is one of the important aspects. The learners may have some difficulties when they know very little about vocabulary.

Vocabulary is an essential part of learning a foreign language. Students must acquire a sufficient amount of terms and their usage appropriately in order to communicate effectively in a foreign language. Many things complicate learning vocabulary. Thornbury (2002: 27-28) stated several factors that become difficulties in learning vocabulary,

including pronunciation, spelling, length and complexity, grammar, meaning, and range (connotation and idiomaticity). Furthermore, according to Cameron (2001:78), There are certain challenging vocabulary elements such as:

a. Pronunciation

Pronunciation is the way how which a specific person pronounces a word in a language. The researcher stated that words that are difficult to pronounce will be more difficult to learn. So students are confused to pronounce it. There are various words pronunciation between English and Indonesian vocabulary. English has a voice that is distinct from the voice of Indonesia. Therefore, students have obstacles in pronouncing the word.

b. Spelling

Spelling is the process of accurately assembling words of individual letters or the way a word is spelled. Mismatches in spelling and pronunciation in English can make it difficult to learn new words. There are some noticeable errors even though some of the English spelling is generally acceptable. Thus, in order to effectively communicate, students need to study English more.

c. Grammar

Words and grammar are related, so learning words can lead children to understand grammar. This shows that if we give vocabulary a high emphasis, we are not ignoring grammar in the process. A word's grammatical context can also be problematic, particularly if it differs from the grammatical context of its L1 equivalent. Remembering whether a verb like go, get, or sleep is followed by an infinitive (to swim) or an –ing form (swimming) can add to the difficulties.

d. Meaning

The student has difficulty in the meaning if they unable to describe the words on the context. The meaning of A word may also

be defined through its correlation for other words. When a term is used in several contexts, it can have multiple meanings. When a phrase is used in various settings, it might have various meanings. When the meanings of two words overlap, they are likely to perplex students.

It is possible to conclude that numerous elements contribute to difficulty in memorizing the word. It is critical to understand student problems in memorizing vocabulary. so, the instructor may appropriately solve the problem, and the students will get the concept of English vocabulary as a consideration in studying English vocabulary. Based on the difficulties in vocabulary that can be measured, in this research the researcher will concentrate on knowledge of pronunciation, spelling, grammar, and meaning as an acceptable indicator to determine students' difficulties in learning vocabulary.

4. Influence Factors in Learning Vocabulary

There are several factors that influence in learning vocabulary. According to Purwanto (2000:66) as cite at Lesri (2022), the influence factors in learning vocabulary are:

a. Internal Factors

Internal factors are those that originate inside learners. This element has a significant impact on the learning results or student skills in a class. Here are the factors:

1) Growth

Teaching any matters can only be acceptable if the individual's level of development allows it: the physical or spiritual potential is ready for learning. Development is generally connected with expansion and maturing. The three are in a pretty near stage. There are significant distinctions between growth and development. Growth is more concerned with physical or physical aspects, whereas development is more concerned with psychological or spiritual ones. Growth denotes a change or increase in quality, such as the addition of size or height.

Whereas development is associated with enhancing quality, specifically increasing and perfecting functions.

2) Intelligence

Intelligence may be characterized in two ways: quantitatively as the process of learning to solve issues that can be assessed by test intelligence, and qualitatively as the technique of thinking in molding an awareness of how to link and handle data coming from outside that is appropriate for learners. (Casmini, 2007:14).

3) Practice

As skills and knowledge are trained and practiced frequently, they can get more adept and in-depth. Without experience before, acquired experience might be lost or lessened. Something that is learned must be repeated in order for it to be easily remembered, fully mastered, and difficult to forget. To master all of the topics studied, repetition and practice are required.

4) Motivation

Students' learning motivation is critical for fostering excitement for student learning. In addition to a teacher's motivation, it is critical to provide motivational support so that pupils feel market for want to learn. Pupils that excel in English lessons will be very excited about participating in the learning process's activities. Strong learning motivation can indicate whether or not it is good in accomplishing the objective to be attained, therefore the larger the motivation, the greater the success or success of one's learning.

b. External Factors

External factors affecting students outside involve family, teaching variations, use of learning media and facilities and infrastructure.

1) Family

Many different types of family situations and conditions impacts how and to how far students learn. A few studies on the relationship among development of languages and socioeconomic background show that children from families of disadvantage endure retards in language development contrasting to children from better financial and social situations; this could be due to differences in intellect or opportunities for learning.

2) Teaching Variety

The methods that are often used by teachers in the teaching and learning process are discussions, questions and answers, and assignments. The teacher plays a major role in learning activities, because the teacher is the person who masters the material being studied, by delivering the material it is hoped that students can understand what has been explained. But not all students behave well or actively in learning sessions; there are numerous passive learners.

3) Use of Learning Media

The usage of media is highly beneficial in presenting the topic matter. For instance, the instruction using video medium to deliver the subject matter with food and beverage items (food and drink). Teachers use YouTube videos that are relevant to the topic being presented. Incomplete learning materials or media make the presentation less effective and might lead to learning issues.

4) Facilities and Infrastructure

Some schools give Indonesian textbooks to assist students in studying, however the heated climate of the classroom due to the lack of a fan in the room might interfere with the student learning process. The state of the building or class that did not

match the standards would create an unpleasant learning environment, causing the learning process to be impeded.

5. The Importance of Learning Vocabulary

Vocabulary knowledge for students is very important because vocabulary is the fundamental aspect of learning languages, especially English which is the focus of this research. At school, many students have difficulty communicating in English. This is caused by several factors, one of which is the dearth of vocabulary knowledge. Because of the little knowledge of vocabulary, students feel difficult to express what they feel and the teacher will also feel tricky to comprehend the meaning of the sentences conveyed by students.

According to Thornbury (2002:13), so little can be said with grammar, but anything can be said with words. This shows how important learning vocabulary in English is, with the mastery of vocabulary students can more easily express themselves in speaking and writing. Vocabulary helps students to think and learn about the world, because by mastering vocabulary students can expand their mastery of words to have unrestricted access to fresh information and knowledge as English is widely used by people as an international language to share information and knowledge.

Vocabulary acquisition is critical for effective second language usage and provides a vital role in the production of entire oral and written text. Vocabulary knowledge plays an significant function in language learning because vocabulary is support for the successful use of language, especially in a foreign language.

It is possible to deduce from the explanations of the importance of English vocabulary that is highly significant in learning a language. Learning vocabulary is essential in learning English, as it improves not only the learners' hearing and speaking abilities, but also their reading and writing, since vocabulary is one of the most significant factors in improving the learners' English skills. Learning vocabulary may also be

formed spontaneously via their experiences in life based on their needs and education. It will make it easier for someone to communicate through language. So, learning vocabulary will be beneficial since it will make it easier to learn a language, comprehend what others are saying, and have discussions about various topics.

6. Learning English Vocabulary

Learning is a process that people engage in to change their knowledge or behaviour. According to Hersalina (2021:17), there are several ways that can be used to help students learn vocabulary, including using a dictionary, using note book, and guessing meaning.

a. Using dictionary

The dictionary is one of the learning media whose contents are in the form of a limited number of vocabulary terms but customized to the needs of students. The dictionary can also be an appropriate alternative for students when they have trouble finding the meaning of words.

b. Using note book

One of the best ways to manage the acquisition of new words is to record them in small portable notebooks that can be carried around and used to record the word whenever it is seen.

c. Guessing meaning

When reading, students will frequently come across words whose precise meanings are not important for them to understand the phrase. Students should refrain from looking up unfamiliar words in the dictionary often. One of the ways to determine its meaning is to wait and see if anything else in the context provides a hint.

7. The Classification of Vocabulary

A vocabulary is a series of words used for communicating in a language. The role of words when communicating determines their categorization in a language. According to Hersalina (2021:10) part of speech is a classification of words based on their functional categories.

Nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions are examples of parts of speech.

a. Noun

Noun is the name of person, place, thing or idea (Muchtar, 2017:541). Nouns are the most common type of word in most languages. We saw that nouns can be separated into subclasses, which are:

1) Proper Noun

Proper nouns are unusual names or titles given to people, places, or things. Proper nouns are names given to certain individuals, places, or things. They all start with a capital letter. For example, Lisa, Sandy, Indonesia, etc.

2) Common Noun

A common noun is a general name for a person, place, or thing in a class or group. Unlike proper nouns, common nouns are not capitalized until they open a sentence or appear in a title. They are considered common because they apply to everyone in the class. Examples include men, cities, and plants etc.

3) Abstract Noun

An abstract noun is intangible noun, cannot be perceive, seen, or touched. However, in many circumstances, that thought may be an intangible notion or an abstract form of a noun. For example, qualities, feeling, ideals, love, etc.

4) Concrete Noun

A concrete noun is one that can be identified by one of the five senses (seen, touched, heard, smelled, or tasted). For example, grape, rabbit, school, etc.

5) Countable Noun

Count nouns are nouns that can be counted and modified with numbers and can be singular or plural. For example tiger, literature, guava, etc.

6) Uncountable Noun

Uncountable nouns are those that cannot be counted. For example, coffee, bread, salt, etc.

b. Verb

Verb is the lexical class which includes words expressing action, events, states, and processes (Popescu, 2001:14). A verb is a phrase that primarily acts as the sentence's predicate. Verbs are classified into four categories: classes: activities, accomplishments, achievement, and states.

- 1) Activities: climb, read, talk.
- 2) Accomplishments: painting a picture, drawing a triangle, running a mile, building, etc.
- 3) Achievements: recognize, discover, misplace, comprehend, hear, and see.
- 4) States: aware, love, had, and want.

Action or activities, as well as successes, appear to be more verb-like than achievement and state verbs. So, while we may think of a verb as a categorization, certain verbs better match or illustrate the class than others.

c. Adjective

Qasim (2012:4) An adjective is a word whose major grammatical the function is to add information to a noun or pronoun by modifying it. about the noun or pronoun's referent. Certain adjectives are commonly used to characterize specific nouns. Adjectives are descriptive words. It explains more about the noun. An adjective is frequently used before a noun. An adjective is a term that describes the quality of a noun or serves as its complement. Example: he is *diligent* in the class. Diligent is adjective.

d. Adverb

Adverbs are a distinct word class or lexical category that differs from other word classes such as nouns, adjectives, verbs, and

prepositions. (Maienborn and Schäfer, 2011:1392) A effective method for comprehending adverbs is for thinking about them as word that provides context. Normally, we can identify an adverb by the fact that it frequently ends in -ly, although there are several adverbs that do not end in this manner. Furthermore, adverbs can be utilized in a variety of ways. For example, Tom is fluent in English. The word fluent is an adverb.

e. Pronoun

Pronouns are words that humans frequently employ to substitute nouns. Pronouns are short words that can perform all that nouns can do and are used as sentence building pieces. Common pronouns are I, she, he, it,, you, we, they. A pronoun can act as subject, direct object, indirect object, object of the proposition, and more and takes place of any person, place, animal, or thing.

f. Conjunction

A conjunction is a word or phrase that connects two or more words, phrases, clauses, or sentences. For instance, (conjunction word: wood and stone), (conjunction phrase: crossed the river and climbed the mountain), and (conjunction clauses: Maria planted a vegetables and watched it grow and in conjunction).

g. Preposition

Prepositions are words that help you find things and events in time and place. They are used to illustrate the link between a noun and a pronoun in a sentence. In a sentence, a proposition is constantly followed by a noun or a pronoun. It can never be followed by a verb. For example, he lay on the bed..

Based on the theories, the researcher determined that the classification of vocabulary is one technique to develop English language skills because it is a system required to build a sentence, regardless of the respective tasks or roles.

B. Previous Relevant Studies

These are relevant research which has relevancy to this research. The first, Rohmatillah (2014) entitled “A study on students’ difficulties in learning vocabulary” was to find out the kinds and factors of students’ difficulties in learning vocabulary. The subject of the study was the students in the first semester of the English Education Department at IAIN Raden intan Lampung who took vocabulary classes. For gaining the data, the researcher used interviews and questionnaires with descriptive analysis. The research shows that almost all of the students have difficulties in pronouncing words, how to write, and spelling, the different grammatical forms of a word known as inflections were one of the causes of students' difficulties in learning vocabulary.

Second, “An analysis of students’ difficulties in vocabulary mastery at first-year students of English Language Education FKIP Universitas Islam Riau” by Hersalina (2021), was to find out what are the students’ difficulties in vocabulary mastery. The study used qualitative research design and vocabulary tests as a tool for data collection. The study shows that the student’s difficulties in vocabulary mastery in terms of prepositions, verbs, pronouns, adverbs, and adjectives.

Third, Komalasari (2022), entitled “An analysis o students' Difficulties in mastering vocabulary in eighth grade at SMPN 06 Kotabumi in the academic year of 2021/2022” were to describe the difficulties and the dominant difficulties in mastering vocabulary. The study used a case study design with interviews and observation as the tools of data collection. The data was analyzed using data reduction, data presentation, and drawing conclusions or verification. The research showed that the difficulty most often experienced by students is the lack of understanding of the context in English sentences in all aspects, both in pronunciation, spelling, and grammar.

Fourth, “Students’ difficulties in learning vocabulary” by Salam and Nurnisa (2021) to uncover difficulties in learning English vocabulary faced by 33 Pesantren (boarding school) students in West Kalimantan. The research

used a descriptive qualitative design with questionnaires and interviews as the instruments of data collection. The findings indicated that students had four difficulties: pronouncing distinctive English sounds, spelling, memorizing long syllable words, and grasping the meaning of unusual terms.

The last, “study of students’ vocabulary difficulties in third-semester students of food technology” by Wulandari and Sujadi (2021) was to find out about the students language abilities and learning challenges. The research approach is descriptive qualitative, including a questionnaire and an interview as data collection tools. The information was examined qualitatively. The research revealed that students still have a low vocabulary ability and some vocabulary difficulties; they have a very limited number of vocabularies; mispronounce English words; misspell English words, particularly "a," "I," and "e"; and do not understand long and complex words such as public health center, expired date, and fish spoilage.