

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of Vocabulary, The Definition of Learning Style, Aspect of Learning Style, The Influence of Students' Learning Style in Learning English, Vocabulary Mastery, Previous Relevant Studies

A. Vocabulary

1. Definition of Vocabulary

In learning English there were language elements that English learner must master namely pronunciation, grammar, spelling and vocabulary. The last element is regarded as the most important one. Vocabulary refers to list or sets of words which individual speaker of language might use, since vocabulary is a list, people must think that the only system that involved of alphabetical orde. Without vocabulary English learner were unable to develop the other language elements either pronunciation, grammar and spelling.

Vocabulary is the study of meaning words, many words have several different meanings, and language rarely devided up the word in exactly the same way. Based on Asiyah (2017), stated that vocabulary is the knowledge of meaning words, vocabulary is useful as a tool for communication and to learn a languange.

Moreover, vocabulary is an important part in learning a language, vocabulary considered as one of the components of a language. Vocabulary is important aspect that appeared in listening, speaking, reading and writing, it supported by Alizadeh (2016), which stated vocabulary is a core component of language proficiency that provides much of the basis for how well learner speaks, listen, read and write.

There were many definitions of vocabulary proposed by some experts. Vocabulary takes an important part in the language use. It is very

important for one to know what vocabulary is before discussing vocabulary mastery. The students can speak fluently and have a good writing if they have some vocabularies. It is also one of factors to master English as a foreign language. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

According to Si (2019), vocabulary can be defined, roughly, as the words teacher teach in the foreign language. Vocabulary is a great skill of knowledge about set of words known by a person as a part of specific language. It means the learning activity works smoothly without knowing vocabulary. And vocabulary is very important in learning activity.

Based on definition above, it can be concluded that vocabulary is all the words which exist in a language that is basic elements, in this case is English. Therefore, mastering the vocabulary becomes a fundamental thing in language mastery which has been mastered and used in communications by the students.

2. Aspect of Vocabulary

In learning vocabulary, there were some aspects that should be learnt by the learners. According to Fauzia (2019), the aspects of vocabulary that can be learnt by the learners were follows:

a. Meaning

In learning foreign language, students should know the meaning of the word. Knowing the meaning of the word it will make easier for students to use it for written or oral communication

b. Spelling

In learning vocabulary, spelling is very important since it can help in reading activity. It can tighten the connection between sound and letters. In learning English vocabulary, students can not spell the word well because there some words that have different from what is written, for example the letter (I) is not always pronounced /I/. Thus,

the English teacher should guide students to pronounce and spell English words correctly.

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometime a word has two pronunziatio or more than two pronunziations.

d. Word classes

Word classes were categories of words such as nouns, verbs, adverb, adjectives and preposition. Word class is an important feature in semantic analysis.

e. Word use

Word use is how a word, phase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning.

f. Synonym and Antonym

Synonyms were words that have the same, or almost the same, meaning as another word. Antonyms were words that have the opposite meaning of another word. Choosing the right synonym refines your writing. Learning common antonyms sharpens your sense of language and expands your vocabulary.

3. The Important of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Alqahtani (2015) stated that underscoring the importance of vocabulary acquisition, lexical knowledge is central to communicative competence and to the acquisition of a second language” the relationship between vocabulary knowledge and language use as complementary: knowledge of

vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, students had unable to use the structures and functions we may have learned for comprehensible communication. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Kim, 2020). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries” vocabulary is one of the most important-if not the most important-components in learning a foreign language, and foreign language curricula must reflect this.

Hence, there was not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Other scholars such as many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. On the other hand, vocabulary has been acknowledged

as L2 learners' greatest single source of problems. This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules that learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first.

Vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings” Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as “vocabulary has traditionally been one of the language components measured in language tests” (Kim, 2020). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teachers and applied linguists now generally recognise the importance of vocabulary learning and were exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

B. The Definition of Learning Style

Learning is the acquisition of knowledge or skills through experience, study, or being taught, and by learning someone can gain or acquire knowledge of or skill in something. Based on Pourhosein (2011), learning as the transformative process of taking information that when I internalized and mixed with what we have experienced, it changes what we know and builds on what we do. It based on input, process, and reflection and it changes us.

Oxford (2013), stated that learning is a change of behavior process that occurs as a result of experiences practice in daily activity. Learning as relatively permanent change of behavior that occurs as a result of experiences practice. Learning is acquiring the knowledge, skills and having them readily available from memory so you can make sense of future problems and opportunities.

According to Gordon (2012), learning is a proces that occurs within nebulous environments of shifting core elements that not entirely under the control of individual, learning also defined as actionable knowledge that can reside outside of ourselves within an organization or database, learning is not that complex, learning is focused on connecting specialized information sets and the connction that enable us to learn more were more important than our current state of knowing.

According to all the definitions, learning is change of behavior. Change of behavior may occur because of change in the level of motivation of individual. None of those reasons other than experience or practice, some changes of behavior occurs as a result of fatigues. Any changes of behavior that occurs as a result of experiences or practice is regarded as learning, whether or not the changes is correct or wrong, good, or bad.

C. Aspect of Learning Style

According to Pourhosein (Pourhosein, 2011), classified learning style into 3 aspects, they are: Visual learner, Auditory learner and Kinesthetic learners.

1. Visual Learner

- a) The students' enjoy looking at maps, charts and pictures
- b) The students depend on teacher's body language to help with unbdersstanding
- c) The students remember peoples' faces but not their names
- d) The students learn better through TV or video
- e) The students usually take notes with color coding

2. Auditory Learner

- a) The students discover information through listening
- b) The students have highly developed auditory skills and are generally good at speaking and presenting
- c) The students think in words rather than pictures
- d) The students learn best through verbal lectures, discussions, talking things through and listening to what others have to say
- e) The students have auditory skills demonstrated in listening, speaking, writing, story telling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, and arguing their point of view.

3. Kinesthetic learners

- a) The students learn through moving, doing and touching
- b) The students express themselves through movement
- c) The students remember and process information through interacting with the space around them
- d) The students find it hard to sit still for long periods and may become distracted by their need for activity and exploration in physical skills demonstrated the students have coordination, athletic ability, hands on experimentation, using body language, crafts, acting, miming, using their hand to create or build, dancing, and expressing emotion through the body.

Learning style is the way of the nature of individual is involved in them acquiring the knowledge, learning style divided into three characteristics they are Visual, Auditory and Kinesthetic. The researcher get conclusion that learning style has important role in learning and as a good teacher knowing the students' learning style will help them to choose what the best strategy in learning is.

D. The Influence of Students' Learning Style in Learning English

English is international languages used to communicate between nations. therefore, English is considered important in the absorption and development of science and technology and cultural arts between nations. So English is a need for learners to be able to communicate in different situations in English.

The purpose of language teaching is for students to be able to use the language itself in communicating. According to Hassan, Jabbar, Iman, & Al-Abodi (2018) language is a tool to communicate with other people, either directly or indirectly. Communication can occur if there are two or more people who do it by reading, listening, speaking or writing. And to be able to communicate in these four ways, other components are needed such as vocabulary mastery, language structure and good pronunciation.

In learning language, especially English, students often experiencedifficulties. Difficulties experienced by learners in learning a foreign language, especially English is very diverse. The difference in students' language mastery can be influenced by the different learning styles of students. Pourhosein (2011) defines learning styles as a composite of characteristics of several cognitive, effective and psychological factors that become indicators of how a person makes perceptions and interacts and responds to the natural surroundings.

Teachers as instructors and educators need to know their students very well. Each teacher can not equate the same treatment to each learner, given the different learning styles of learners. Teachers must be able to understand the learning style of each student, so that the subject matter can also reach students with different characteristics and learning styles so that the teaching and learning process is effective. Learning style is the tendency of a person to use a certain way of learning so that it can learn well. According Akram (2014) Learning style of children like the opening door. Every item of information that enters through the door is wide open, making it easier for children to understand the information.

The importance of student's learning style observed in the English learning process is that if the teaching style of teacher matches the student's learning style, the result of their learning will be better (Bojovic, 2010). With the same tone, Oxford (2013) adds that if the learning style and the learning strategy of students go well with the teaching method and the learning materials used by the teacher the students will be very possible to succeed, have a better self-confidence, and a low „anxiety“; and on the other hand if there is unsuitability between the learning style and the learning strategy of students with the teaching method and the teaching materials of teacher, the students' learning result will be poor and they will not have self confidence and will experience significant anxiety. Extra English learning activities have proven that they could help students very much in mastering a language such as English language.

E. Vocabulary Mastery

Vocabulary is an indispensable part of language and its importance for second language learners. Alqahtani (2016) argues that the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication. It obviously informs that both structural and function word acquisition give valuable contribution to comprehensible communication.

According to Guskey & Anderman (2013) mastery refers to skill or knowledge that makes one master of a subject content. While Karimatul (2018) defines mastery as complete knowledge or complete skill. Furthermore, Rivers Wardani (2015) said that vocabulary mastery refers to the great skill in processing words of a language.

From the mentioned above, it can be concluded that vocabulary mastery is an individual's great skill in using words of a language. Vocabulary is needed to express our ideas and to be able to understand other people sayings. In other words, vocabulary mastery is someone competence

to deliver his ideas and to catch the intended point of everything that other people say.

F. Previous Related Studies

According to Toffel (2016), relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. The researcher needs to find out and analyze what the point that was focused on, design, finding and the conclusions of the previous researchers, that of:

1. A research by Imam Mahdil Umami (2009), the title of this research is "The Influence Of Sensory Preferences Towards The Vocabulary Mastery Of The Students Of SMP Diponegoro 10 Pekuncen, Banyumas". This research found that there was a significant correlation between students' learning style (visual, auditory, kinesthetic) and vocabulary mastery at SMP Diponegoro. His research used test and questionnaire for collecting the data. This relevant research gave huge contribution to the researcher's study.
2. A research by Soraya, Suparman & Driana (2020). The title of their research is The Influence of Vocabulary Mastery and Reflectivity on Students Writing Skill at Senior High School.
3. A research by Fitriana Nurul Khotimah (2018). The title is The Contribution Of Vocabulary Mastery, Reading Interest, Learning Motivation, And Learning Motivation Toward Reading Comprehension. This study examined sensory learning styles as one possible factor affecting seventh grade students' reading comprehension level.
4. A research by Maulana (2020). The title was "The Correlation between Learning Style and Students' Vocabulary Mastery of the First Grade Students at State Junior High School 3 Tambang". The purpose of this study was to determine the correlation between learning styles and

vocabulary mastery of first graders at SMP Negeri 3 Mining. This research is a quantitative research. This research was conducted at SMP Negeri 3 Mining. This research was conducted in August 2019. This study has two variables, students' learning styles as the independent variable and students' vocabulary mastery as the dependent variable. The population of this study was 113 students. Researchers used the clustering method to take samples. Data collection was obtained from questionnaires and tests. Researchers analyzed the data using the T-Test version of SPSS 22.0. Hash' data analysis shows that there is a significant correlation between learning style and vocabulary mastery of first graders at SMP Negeri 3 Mining, the researchers found to $t_{count} > t_{table}$ $8.032 > 1.73406$, so H_a is accepted and H_o is rejected.

The similarities among this research and previous research is that they both discuss the relationship between variable X and variable Y. However, the differences were; the first research Influence Of Sensory Preferences Towards The Vocabulary Mastery, the second research The Influence of Vocabulary Mastery and Reflectivity on Students Writing Skill and the third research Contribution Of Vocabulary Mastery, Reading Interest, Learning Motivation, And Learning Motivation Toward Reading Comprehensi