

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains a review of related literature. Several things need to be discussed, such as literature reviews, previous research, and frameworks. Regarding the literature review, this section displays research related to vocabulary skills, vocabulary teaching methods, vocabulary learning models, and previous research.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. That is, vocabulary is a basic component of starting to learn English (Richards & Rendayana, 2004). Clouston & Farrell (2021) state that vocabulary is words of a language, including single items and phrases or chunks of several words that convey a particular meaning, the way individual words do. In addition, vocabulary can also be defined as the total number of words that are needed to communicate ideas and express the speakers' meaning, that is the reason why it is important to learn vocabulary (Alqahtani, 2015). Vocabulary is all the words in a particular language that a person must know or use in every communication activity. Vocabulary can support the four skills in English, namely listening, speaking, reading, and writing. Supported by the opinion of Hiebert & Kamil (2005) states that vocabulary is knowledge about the meaning of words. This can be seen in the fact that words also come in at least two

forms, namely, in writing and orally, and knowledge about words also comes in at least receptive and productive forms. The aspects that need to be learned by students in vocabulary learning according to Harmer (2019) are word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and grammar of words which comprises noun, verb, adjective, and adverb.

The researcher can conclude from the various definitions above that vocabulary is a list of words needed to communicate ideas and express the speaker's intent. Vocabulary can support the four English skills: listening, speaking, reading, and writing. The aspects that need to be learned by students in vocabulary learning include word meaning, extending word use, word combination or collocation, and the grammar of words.

a. Types of Vocabulary

To facilitate more effective and comprehensive vocabulary teaching or other vocabulary mastery efforts, Nation (2006) divides vocabulary into several categories:

1. Receptive and productive vocabulary

Vocabulary is classified into receptive and productive categories based on the context in which it is used. Receptive vocabulary is used to get the message from a text or someone's speaking, while productive vocabulary is used to contain the message in the text or speaking. In this case, Richards & Rodgers (2014) explain that listening vocabulary is more important than speaking vocabulary, and the

similarity between reading and writing vocabulary is relatively greater. So, it can be concluded that listening and reading vocabulary are included in the receptive type, and speaking and writing are included in the product type.

Receptive Vocabulary For example: An English learner may understand the word "gregarious" while reading an article or listening to a conversation. They know that "gregarious" means "social" or "friendly." However, they may never use this word in speaking or writing, as they more often use simpler words such as "friendly" or "friendly". Meanwhile, productive vocabulary, for example, These English learners may routinely use the word "friendly" in their conversations to describe someone friendly. For example, they might say, "He's very friendly," because this is a word they are more familiar with and use frequently in everyday communication.

2. Active and passive vocabulary

This category relates to how often the vocabulary is used. Active vocabulary is vocabulary that is used frequently in speaking and writing because it is fully understood without any special effort needed to remember it or its meaning. Otherwise, passive vocabulary is not used frequently because it is not fully understood. In the process of vocabulary learning, usually before it becomes active vocabulary, it will become passive vocabulary first. So it can be concluded that both speaking and writing vocabulary can be both active and passive vocabulary.

Vocabulary Type Based Pikulski and Templeton (in Aravind & Rajasekaran, 2020) classify vocabulary into oral, expressive, written, and receptive categories. Oral vocabulary is the vocabulary used in oral communication. It involves the words

produced by the speaker and the words received by the listener. Expressive vocabulary is the vocabulary used by a nation to express or produce its ideas, opinions, or feelings in speaking or writing. Written vocabulary refers to words used in written communication. The writer uses this vocabulary to convey his purpose, and the reader receives this vocabulary to analyze the message of what he reads. Receptive vocabulary, then, are words used in reading and listening activities where the receiver only gets the vocabulary without being able to give active feedback.

In addition, Brown (2001) states that there are several types of vocabulary, namely: 1) Reading vocabulary A person's reading vocabulary is made up of all the words he recognizes while reading. examples of active and passive vocabulary in English learning that focuses on reading vocabulary, for example: "Can you define the word 'ambiguous' for me? (active) "The poem can be interpreted in many different ways."(passive). 2) Listening vocabulary Someone listening to vocabulary is all the words that he can recognize when listening to speech. Context and tone of speech help to expand this vocabulary. Active Vocabulary Learning Using these words in sentences, stories, and dialogues uses active vocabulary. Examples include the words Eat, Computer, Fast, and Now. Meanwhile, passive vocabulary learning uses reading texts that contain passive vocabulary and listening to lectures or recordings that use passive vocabulary. Examples include the words Designing, Collaboration, Strategic, and Theoretical. 3) Writing vocabulary Someone who writes vocabulary is all the words he can use in writing. In contrast to the preceding two vocabularies. Users stimulate typing and writing vocabulary. Examples of

making words or sentences in vocabulary Writing in active and passive words, examples include the sentence "Mother cooks fried rice in the kitchen" "She cooks a birthday cake for her sister." (active) while the passive sentence "Fried rice was cooked by mother in the kitchen" "Birthday cake was cooked by her for her sister" (passive). 4) Speaking vocabulary Someone who speaks vocabulary is all the words he can use in speaking. Because spoken language is so spontaneous, even minor and inadvertent mispronunciations can be countered by facial expressions, tone of voice, or hand gestures. Examples of vocabulary in speaking that contain active and passive vocabulary are "I wrote a letter (active)". "The letter was written by me (passive)"

b. Importance of Vocabulary

The role of vocabulary in language learning cannot be doubted. It is considered an essential element to build good language competence (Sutrisna, 2021). Its function is similar to that of a foundation, which determines the longevity of a building. According to Stæhr (2008), students' vocabulary mastery defines their ability to read, write, listen, and speak. It aids their comprehension of the text in terms of reading ability.

Nation & Hunston (2013) states that vocabulary is an important aspect of all language teaching. He also stated that if the structure of language forms the framework of language, then it is vocabulary that provides its vital organs and flesh. Afzal (2019) argues that vocabulary plays a vital role in teaching and learning a second language, as lexical knowledge is necessary for efficient communication.

One cannot speak well and understand written material if one does not master vocabulary.

From the explanation above, it can be concluded that vocabulary is the most crucial component in forming a language, especially English. Vocabulary is the foundation and the first step in learning a language because, without sufficient vocabulary, students will have difficulty learning English and may even be unable to understand others or express their ideas. By having a large vocabulary, students are expected to be able to master the four English skills: reading, speaking, writing, and listening.

d. The Problem Of Vocabulary

Emphasizes the importance of an accurate understanding of the meaning and use of vocabulary. Problems often arise when someone does not fully understand the nuances or context of certain vocabulary, which can result in communication errors. "David Crystal A leading linguist who wrote extensively on language and vocabulary; (1987)" discusses many aspects of language, including vocabulary issues. The importance of academic and field-specific vocabulary. Problems can arise when students or professionals are unfamiliar with the technical or academic vocabulary required in a particular context, which can hinder their understanding and performance." (2002), Beck and McKeown".Sufficient exposure to vocabulary in meaningful contexts is essential for effective language learning. Problems can occur if a person is not exposed to vocabulary in relevant contexts or if they do not have the opportunity to use new vocabulary in real situations. "(Stephen Krashen:

1982)". Having a large vocabulary is essential for effective communication and learning. Children with limited vocabulary often face academic and social difficulties, as they are less able to understand instructions participate in discussions, and express themselves clearly and precisely;(Snow, Burns, and Griffin 1998). Vocabulary knowledge and its development are important components of literacy and learning. When vocabulary knowledge is limited, understanding and academic achievement can be significantly hampered, because students do not have the tools necessary to understand complex concepts; (Graves 2006). The ability to understand and use words effectively is an important component of communication and learning. A lack of vocabulary can limit an individual's ability to understand complex texts and participate in meaningful discussions, ultimately affecting their academic performance; (Dale 1965).

2. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Vocabulary teaching is a specialized aspect of language skills teaching that involves introducing new words, explaining their meaning, and using strategies to help students learn and remember them. It can be explicit or implicit and can be integrated into other language skills such as reading, listening, writing, and speaking.

Ellis, Choo, Ai Lin, and Pandian (in Dakhi & Fitria, 2019) state that, in general, the vocabulary teaching approach is classified into two categories. The first is the implicit approach, implicit teaching occurs indirectly, and this involves an unconscious teaching process that makes vocabulary learning natural. Explicit

vocabulary teaching, on the other hand, is a teaching process that is carried out consciously to direct students to master vocabulary. Thus, teaching in this approach is characterized by directness, systematic activities, and well-planned teaching objectives. This explicit vocabulary teaching includes form-based, meaning-based, and rule-based explicit teaching.

From the opinion above, it can be interpreted that teaching vocabulary is focused on helping students learn and use new words. Teaching vocabulary can be taught before or integrated into other languages, and can be done implicitly or explicitly. It must motivate students, develop creativity, generate prior knowledge, stimulate processes to understand, decode, organize, and synthesize educational content, and support the development of all language skills.

b. Principle of Teaching Vocabulary

Several principles must be considered by teachers when teaching vocabulary according to Graves (2016) are; First, providing rich and varied language experiences. Teachers must be responsible for the teaching process by providing rich and varied language experiences. Second, teach individual words. Each vocabulary word should be discussed individually from various angles. Third, teach word-learning strategies. In addition to teaching vocabulary, teachers should also teach strategies that students can use to learn vocabulary individually. Fourth, students' awareness of vocabulary should be built through reading and writing activities.

Another opinion was expressed According to Nation & Hunston (2013) there are several principles that teachers must pay attention to when teaching vocabulary. First, the teacher must make teaching vocabulary simple and clear. Second, the teacher needs to provide a clear relationship between new material and previously taught material. Third, the teacher must provide teaching materials both orally and in writing. Fourth, teachers are required to be able to pay attention to vocabulary that is partially known so that temporal passive vocabulary can become active vocabulary. Fifth, the teacher can underline the vocabulary that will be used frequently later and ask students to give special attention to the vocabulary as an important element related to the development of their field of learning. Sixth, as much as possible, avoid entering words with unknown relationships, such as near-synonyms, opposites, or members of the same lexical set.

3. Teaching Strategies

a. Definition of Teaching Strategies

Sarode (2018) states that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the various learning methods available and then develop appropriate strategies to address the identified target group. A teaching strategy is a general plan for learning that includes a structure for desired student behavior in terms of learning objectives and an outline of the tactics needed to implement the strategy (Sarjan & Mardiana, 2017). Learning strategies

implemented by teachers are expected to provide facilities or assistance to students to achieve learning objectives effectively and efficiently.

According to the thoughts of various experts above, teaching strategies refer to the approaches employed to assist students acquire the desired lesson content and set future achievable goals. Teaching strategies identify the various learning methods available to enable them to develop appropriate strategies to achieve the identified targets. The use of strategies in teaching activities is an effort to ensure efficiency in the process of achieving teaching objectives, making students active learners, avoiding errors in understanding concepts or principles, and ensuring the achievement of learning objectives.

b. Goals of Teaching Strategies

Strasser (in Hutami et al., 2021) suggests several objectives of teaching strategies. First, ensuring that a particular language will be acquired in the shortest time possible. Second, ensure students exchange ideas. Third, minimizing the number of wrong answers when students are trying to learn a concept or principle. Fourth, ensure the achievement of certain content goals. From the points above, it can be concluded that the goal of the teaching strategy is to create a more effective and efficient teaching and learning process so that the learning objectives can be achieved. Strategies can help teachers smoothly explain learning material. The use of student achievement strategies can determine the success of teachers in achieving learning objectives.

c. Component of Teaching Strategies

Hamruni (2012) states that the most important components of teaching strategy include the teacher as a teaching agent, students, purpose, materials, methods, media, evaluation, and situations or environment. According to Slavin (2014), the main components of teaching strategies include careful learning planning, interactive implementation, and continuous evaluation. Careful learning planning includes determining clear learning objectives and selecting appropriate methods. Marzano (2007) added that the use of various learning methods such as project-based learning and cooperative learning can increase student involvement and understanding of the material. Meanwhile, according to Hattie (2009), constructive and data-based feedback is very important in helping students understand their strengths and weaknesses.

d. Strategies Used by Teachers in Teaching English Vocabulary

In teaching vocabulary, appropriate teaching strategies are very helpful to make it easier for students to learn and understand vocabulary. In other words, the learning strategy chosen by a learner must be supported by the teaching strategy used by the teacher. Thornbury (2002) proposes five types of teaching vocabulary. They are:

1. Using translation

Using translation has become the most widely used way to present the meaning of a word in a monolingual classroom. Translation has the advantage of being the

most direct route to the true meaning of a term, provided the target word and its lexicon are closely related. Using translation strategies makes it easy for students to understand the meaning of vocabulary. Although it is currently considered a less productive strategy, it is still widely used. Example of Using Translation In English class, the teacher also teaches the word "apple" to students. The teacher said that "apel" means "apple" in Indonesian. By providing this direct translation, students quickly understand that "apple" is the fruit they know as "apple." This process makes it easier for students to associate English words with meanings they already understand in their native language.

2. Games

As a very popular learning strategy, the use of games is also used in teaching vocabulary. Many games are modified to suit the purpose of teaching vocabulary. The use of games in learning creates an interesting, fun, and non-stressful learning environment that causes students to enjoy the teaching process. The more times a word is successfully retrieved from memory, the easier it is to remember. Therefore, useful games are those that encourage learners to remember words quickly. Popular vocabulary games include flashcards, scrabble, bingo, word cards, etc. The joy of the teaching and learning process resulting from the use of games is expected to increase student motivation. examples of gems used in class vocabulary quizzes related to English lesson material. For example, the material being studied is about the environment. This quiz can be created on something like Quizizz. Example of a Vocabulary Quiz About the Environment. Topic: Environment "Deforestation"

Answer Choices: The planting of trees, The cutting down of trees, The conservation of forests, The protection of wildlife

3. Guessing from context

Instead of directing students to open a dictionary to find the meaning of a vocabulary word, guessing the meaning from context is seen as more productive. Students' critical thinking is trained here. The strategy also encourages students to interact with another vocabulary while guessing from context. The guessing-from-context method of vocabulary learning involves using the context of a sentence or paragraph to read the meaning of an unknown word. Here are some examples to illustrate this method: For example: "The arboreal creature leaped gracefully from one branch to another" Answer: "Creature" means creature, "Jump" means to jump Branch means branch, and "Arboreal" probably means something related to trees or life in trees, as the creatures jump from one branch to another.

e. Factors that influence Teachers to Apply Vocabulary Teaching Strategies

Referring to the theory put forward by Lawrence (2009) there are several factors influencing teachers to apply the strategy in teaching vocabulary:

1. Duration of time

According to Lawrence (2009), teacher choice of teaching strategies should be adjusted to the duration of time. Although learning resources can determine the teaching strategy, if the teaching strategy takes a long time and the time available is limited, then the teaching strategy is not suitable. Therefore, in applying teaching

strategies, teachers must adjust them to the duration of time available so that later they will lead to the achievement of learning objectives. Eck, McKeown, and Kucan 2013, vocabulary learning in the classroom should be carried out in a planned and continuous manner. They suggest that an effective time duration for learning new vocabulary is around 10-15 minutes per session, with a frequency of several times a week. This aims to ensure that students not only memorize new words but also understand the context in which they are used and can apply them in various situations. In addition, research by Nagy and Anderson (1984) shows that vocabulary learning that involves using words in sentences and real situations can speed comprehension and long-term retention. Thus, the optimal duration of vocabulary learning allows students to practice consistently in varied ways to achieve maximum results.

2. Teacher preference

Teachers tend to adopt strategies that are most convenient and provide more good experiences for students. For example, teachers choose strategies based on their experiences as students or learning strategies they are good at. Many of them copy teaching strategies that have been used by other teachers. Keown, and Kucan (2002), it is important for teachers to use a direct and explicit approach in teaching vocabulary. They argue that a deep understanding of new words can be achieved through an explanation of meaning, use in sentences, and contextual practice. Meanwhile, Nagy and Townsend (2012) emphasize the need for teachers to integrate vocabulary learning into students' daily reading and speaking activities, so

that vocabulary can be more easily internalized. In addition, Cameron (2001) highlights the importance of experience-based learning, where teachers can invite students to engage in various activities that trigger the active use of new words in various contexts. This approach suggests that teachers' preferences for vocabulary instruction should involve a combination of explicit, contextual, and hands-on experiential methods for maximum effectiveness.

3. Behavioural control of students

The different characteristics of each student can be taken into consideration by the teacher when choosing the appropriate teaching strategy. The teacher will choose a teaching strategy that they can control to supervise their students. The characteristics of students include mental maturity and intellectual skills, physical condition and psychomotor skills, age, and gender. Usually, teachers will use direct teaching strategies or teacher-centered teaching strategies. In the context of classroom vocabulary learning, control of student behavior plays an important role in ensuring the effectiveness of the learning process. According to Skinner (1953), positive reinforcement is key in establishing desired learning behavior, where students who show progress in understanding vocabulary are given or praised. This is supported by research from Bandura (1977) which emphasizes the importance of role models and imitation in the learning process, where students tend to imitate positive behavior from teachers and peers. In addition, Deci and Ryan (1985) underscored the importance of intrinsic motivation, which can be enhanced through supportive classroom management and giving students the freedom to explore

vocabulary in contexts that interest them. This approach not only facilitates vocabulary learning but also helps establish better control of student behavior in the classroom.

4. Previous Study

Previously, relevant research had been carried out regarding the development and understanding of vocabulary in the context of language learning. One relevant study was conducted by Johnson (2018), who investigated the effectiveness of using gamification techniques in improving vocabulary understanding in middle school students. Research shows that the integration of gamification elements, such as rewards and challenges, can significantly increase students' motivation to learn vocabulary.

In addition, research by Smith and Brown (2019) reported the results of their research regarding the use of visual memory strategies to facilitate vocabulary mastery in preschool students. They found that associating words with pictures or other visual representations can effectively improve vocabulary retention and use in young children. Another study by Lee et al. (2020) explored the use of augmented reality (AR) technology in foreign language learning to increase exposure to vocabulary and understanding of word meanings in a more real and interactive context. Their findings suggest that the use of AR can be an effective tool for encouraging deeper vocabulary understanding among foreign language learners.

Theory is an abstraction from reality. A theory consists of a collection of principles and definitions that conceptually organize aspects of the empirical world

systematically. Meanwhile, Little John and Foss (2005: 4) say "Theory is a system of thought, a way of seeing". So it can be concluded that theory is a conceptualization of aspects of the empirical world regarding a phenomenon, event, or symptom that has been arranged systematically with a logical explanation. On the other hand, conceptual models explain the various kinds of human vocabulary that exist in the outside world and environment and show the vocabulary process using various methods. Various methods can be used in teaching vocabulary, depending on the instructor's preferences, the type of vocabulary being taught, and the needs of the students. Here are some commonly used methods. Contextual Learning Teaches vocabulary in the context of meaningful sentences or texts. This helps students understand how vocabulary is used in real situations and improves their retention. Interjection-based learning Focuses on words that are important or frequently used in the language.

This includes words that may be important for understanding text or communicating in everyday life. Image-Based Teaching Using images or illustrations to visualize vocabulary. It helps visual or auditory students learn by strengthening the connections between words and concepts. Use of Phrases and Idiomatic Expressions Teaching vocabulary in the form of phrases or idiomatic expressions helps students understand the use of vocabulary in a broader and more natural context. Game-Based Learning Use interactive games or activities such as word puzzles, board games, or vocabulary quizzes to make learning more fun and challenging. Mnemonic Techniques: Using techniques such as acronyms, grouping by sound or meaning, or visualizing words to help students remember vocabulary

more effectively. Technology-Based Learning: Using language learning apps, websites, or software to expand and enrich students' learning experiences. A combination of these methods is often most effective, as it allows teachers to accommodate different learning styles and makes learning more varied and interesting for students.

1. Vocabulary learning skill

Vocabulary learning ability refers to a person's ability to understand, remember, and use new words in the language being studied. This ability is very important in the process of language acquisition because vocabulary is a key component in the ability to communicate effectively. Soedjito in Tarigan (1994:447) explains vocabulary is, Soedjito in Taringan (1994:447) explains that vocabulary is all the words contained in one language the richness of words possessed by a speaker, words used in one field of science and a list of words arranged like a dictionary with brief and practical explanations. Krialaksana in Terigan (1994:446) states that understanding is a language component that contains information about the meaning and use of words in a language the richness of words owned by a speaker, writer, or language, and a list of words arranged like a dictionary, but with short and practical explanations.

With the expert's explanation above, it can be concluded that understanding is the totality of words in a language that a person has or also has a speaker. This vocabulary has a very important role in teaching English because mastery of understanding greatly influences language skills. The more skills one has, the more

skilled a person is at mastering them. Mastering this vocabulary allows someone to be more proficient in writing, such as writing narratives. Writing requires a lot of understanding to convey information or messages to readers.

2. Vocabulary Teaching Methods

Vocabulary learning is a very important aspect of language learning. The quality of a person's language skills depends on the quantity and quality of the vocabulary he or she has (Tarigan, 1984). The more vocabulary a person has, the more skilled that person is in language. However, the reality shows that little attention is given to the importance of vocabulary learning.

Indeed, vocabulary teaching is one of the oldest areas of interest in educational research (Beck & McKeown, 1991). According to Clifford (1978), the first publication on research on vocabulary teaching was Thorndike's *The Teacher's Word Book* in 1921. Research activities on vocabulary teaching were widely carried out between the 1920s and 1950s and during the 1960s and 1970s. n, research on vocabulary teaching appears to be in decline (Chall, 1987). Then, since 1980, research on vocabulary teaching began to show encouraging results (Johnson & Pearson, 1984).

There are a variety of issues, concepts, and ideas related to vocabulary teaching research. This article will examine several topics regarding vocabulary teaching based on several research results. The main issue that is usually the center of attention and will be discussed in this article is what is the best method for learning vocabulary. Is it a direct method or an indirect method? However, before

discussing this method, other related topics will also be explained, namely mastery of vocabulary, types of vocabulary, as well as understanding words and understanding concepts.

3. Vocabulary learning model

Indeed, vocabulary teaching is one of the oldest areas of interest in educational research (Beck & McKeown, 1991). According to Clifford (1978), the first publication on research on vocabulary teaching was Thorndike's *The Teacher's Word Book* in 1921. Research activities on vocabulary teaching were widely carried out between the 1920s and 1950s and during the 1960s and 1970s. n, research on vocabulary teaching appears to be in decline (Chall, 1987). Then, since 1980, research on vocabulary teaching began to show encouraging results (Johnson & Pearson, 1984).

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4. Media Learning

A digital platform that allows teachers and students to create and use flashcards interactively. Students can recognize new words, listen to their pronunciation, and look at pictures or example sentences to understand their use in context. Interactive

flash card technology is becoming popular as digital technology advances. This approach follows the recommendations of experts such as Michael Graves (2000) who emphasizes the importance of rich context in vocabulary learning. Short videos that explain the use of words in real contexts, such as dialogue or everyday situations. Students can learn vocabulary while seeing and hearing the use of the words. Learning videos that show the use of vocabulary in real contexts follow the approach recommended by Nation (2001) and Laufer (2005), which prioritizes learning vocabulary in context.

The use of interactive projection boards in the classroom allows teachers to display new words, draw relationships between words, and show live examples of usage. The use of interactive projection board technology in teaching and learning can help in visualizing learning concepts more clearly, which is by approaches such as Ahrens (1984). Use of online learning platforms outside of class for group discussions about new vocabulary uses, and creating new sentences with these words. Use of online learning platforms for group discussions about new understanding, which supports the integration of understanding with other skills as recommended by Grabe & Stoller (1997).

Digital books that contain stories or articles with a clear understanding. Students can navigate interactively and access translations or vocabulary explanations when needed. Digital books provide comprehension learning materials with interactive features to the guidelines for constructive feedback from Hattie & Timperley (2007). Audio podcasts that present stories, interviews, or discussions in the target

language, with keywords emphasized and defined to help students expand their vocabulary. The use of podcasts to broaden horizons in a listening context follows recommendations from experts such as Ellis (2008) who highlight the effectiveness of audio approaches in learning.