

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of the research literature on current research and the research framework. These elements are English language skills, vocabulary skills and an English learning curriculum.

English Skills

Learning the English language is very necessary at this time due to the cultural diversity of society, ranging from geography to culture to religion. Learning English is a way to communicate with each other. English proficiency consists of four aspects: reading, speaking, listening, and writing. Reading and listening are in passive English while writing and speaking are in active English. Learning a foreign language that starts at an early age is more successful (CITO, 2012; De Bot, 2014). The point of learning English at school is to use it as part of your life skills. English classes in primary schools put more emphasis on vocabulary recognition.

a. Reading Skill

Reading skills are skills that can be developed. Reading skills are a self-learning tool. Reading skills help students understand the vocabulary taught by the teacher. According to Tarigan (2008), literacy is the receptivity of written language, with reading being an interactive activity aimed at selecting and understanding the meaning or meaning contained in written language. Read is a process implemented and used by the reader to get the message they want to deliver. Therefore, reading can help students gain more knowledge. By reading, students can deepen their

knowledge and not rely on reference work. Reading skills are skills that can be developed. Reading skills is a self-learning tool.

b. Writing Skill

Writing skills are the development of reading skills. According to Sale Abbas (2006:125), writing skills are expressing ideas, opinions, and feelings to other parties through written language. Writing skills are more based on active and productive language skills. Correct language, vocabulary, grammar, and usage must support accuracy in expressing thoughts. The messages to be expressed can be carefully chosen and arranged systematically to be easily understood. Writing skills are essential and crucial aspects for the success of students in their studies and are designed to teach students to understand words and language styles better. Students should practice Writing skills consistently so that their abilities become optimal.

c. Listening skill

Listening skills are a form of receptive language skills (Iskandarwassid, 2008: 227). The process of imparting knowledge takes place in activities related to listening. Knowledge of synonyms is designed to help you communicate with other people in English.

Ahmad Izzan (2010:79) states that material that can be used for listening to English is taught in stages, namely:

- a. Ecognition phases include phonology (phonemes), words, phrases, and sentences.
- b. Understanding phase, i. H. Execution of non-verbal responses (this is recommended in approach and understanding).

- c. The "intermediate" phase of understanding is answering questions about the content of short readings, conversations with native speakers, and telephone calls.
- d. "Advanced" understanding, i.e., asking and answering questions about radio and television news content and presenting authentic documents.

The listening material used for 5th-grade English classes at SDN Kepel Pasuruan is still understood. Learning English at SDN Kepel Pasuruan starts in the fourth year. The teacher can measure the students' listening ability by asking direct questions and providing answers based on the explanation of the vocabulary taught by the teacher.

d. Speaking skill

The ability to speak is essential for mastering English vocabulary. According to Ladouse, cited in (Nunan, 1991, p. 23), speaking is explaining or reporting a situation to someone. Meanwhile, according to Tarigan (1990: 8), "speaking is a mode of communication that affects our daily lives." Speaking skills are language skills that can be developed over the student's life, with students beginning to develop their speaking skills as they listen. Speaking means repeating words/phrases in your language.

Vocabulary

Learning a new language cannot be separated from vocabulary. This means that to learn a new language, you need to know its vocabulary. In this section, the researcher explains the definition of vocabulary and the role of vocabulary in English.

Definition of Vocabulary

Vocabulary is the most critical aspect that students must master when learning a language, even a foreign language. With mastering vocabulary, students can use a foreign language, as vocabulary is a set of words that can be used to form new sentences.

The Oxford English Dictionary (1995:461) provides several definitions of vocabulary. Vocabulary is the number of words in a language, the words people use, and words with their meanings written at the end of a foreign language teaching book.

Expanding vocabulary becomes a necessity and an ongoing process for every student. Wallace (1987:1) states that vocabulary is one of the most critical aspects of language learning. Therefore, Quirk and Stein (1990:108) suggest that foreign language learners should narrate their vocabulary, find the right words to express the ideas they want to convey and know that expanding vocabulary is necessary for life.

Based on some of the statements above, it can be concluded that vocabulary is essential to learning a foreign language. On the other hand, vocabulary has a broad meaning.

Types of Vocabulary

a. Word Lessons

Classes of words or parts of speech. They are divided into eight categories, such as: nouns, pronouns, verbs, adjectives, adverbs, prepositions and determiners.

1. Nouns

Names of people, things and location is a noun. The subject of a sentence, the object of a verb, and the object of a preposition can all be nouns. Countable nouns, uncountable nouns, collective nouns, and plural nouns are the different types of nouns.

2. Pronouns

I, you, we, they, she and he are all pronouns that are used to replace a person or thing.

3. Verbs

Examples of verbs include look, do and so on.

4. Adjectives

Adjectives are words used to describe or modify a person, a place, or thing that is the same, beautiful, good, and so on.

5. Adverbs

Adverbs are words that describe verbs, adjectives or adverbs verbally, such as “beautiful”, “now”, “there,” and so on.

6. Preposition

Prepositions are words placed before nouns or pronouns to show relationships between the words and another part of the sentence. They include words like at, on, from, into, etc.

7. Conjunctions

Words that combine words from sentences or groups of words are known as conjunctions. Specific conjunctions, such as if, because, for, others, and although, are frequently found in clauses with adverbs.

8. Determiner

To facilitate learning, Thornbury separates determiners into content words and grammar terms of function words. Grammar instruction includes teaching students about words that belong in the preposition, conjunction, determiner, and pronoun categories. Verbs, adjectives, adverbs, and nouns are the most frequently used content words. Divides determiners into two categories to make learning more accessible: grammatical words of function words and content words.

b. Word meaning

1. Synonym

Words with comparable meanings are called synonym. For example, find = excellent and melancholy = unhappines.

2. Antonym

A word that represents the exact opposite concept of another word in the same language is called antonym. For example, accept > refuse and like > dislike.

3. Homonyms

Homonyms are words like with shed, well, left, fair, bat, and so on that have the same root but distinct meanings.

Based on the expert's theories above, it can be seen the type of vocabulary. The researcher can summarize that there are two type of vocabulary. They are word classes and word meaning.

Levels of Vocabulary

Students must understand three vocabulary levels to successfully acquire their vocabulary (Stainback & Nugroho). First of all, elementary vocabulary is made up of simple concepts that are commonly used in the classroom, such as "person," "animal," and "stuff." Second, vocabulary at an intermediate level is a vocabulary with an average degree of difficulty. Teaching intermediate language in contexts related to food, clothing, work, the human body, and education is essential. Advanced vocabulary levels are the final ones. Students at this level will pick up new, more challenging vocabulary than they already know. Increasing the students' vocabulary takes a lot of time and work at the advanced level of language instruction. An English dictionary is used in this context. The dictionary provides

context-based explanations for words and guidance on proper phrase construction.

Therefore, create vital phrases with appropriate structure.

The researcher can determine that there are three levels of vocabulary: elementary, intermediate, and advanced. This is based on the beliefs that were previously mentioned.

Difficulties in Learning Vocabulary

The first step in successfully teaching vocabulary is to identify the difficulties faced by the students. According to Thornbury (2004: 27) propose some factors that make some factors that make some words more difficult as follows:

1. Pronunciation

Gushendra (2017) defines pronunciation as a person's unique method of pronouncing a word in a language. Studies indicate that learning words that are hard to pronounce makes them harder to understand. According to Thornbury (2002), vocabulary that may be challenging will usually include sounds that certain learner groups are unfamiliar with. The students could not identify the pronunciation of the sounds like vowels, consonants, or diphthong sounds in words. The pronunciation of words in Indonesian and English vocabulary differs. Indonesian sounds are not the same as English sounds. Therefore, students thus struggle with pronunciation. The students have difficulties in pronunciation of vocabulary.

2. Spelling

Spelling is creating words out of individual letters or word spellings. According to Gushendra (2017), spelling is writing a word or words with the required letters, arranging the letters within a word, and creating words by putting letters together. Writing too many letters together will make it harder for kids to remember the words. The students still need help spelling and recognizing the terms used in the phrase. Mismatches between sounds and spelling or pronunciation can also add to the complexity of a word. There are several apparent anomalies in English spelling, even if most of it adheres to the rules. Particularly troublesome are words like foreign, listen, headache, climbing, honest, cupboard, and muscle. That contain silent characters.

3. Grammar

Grammar is associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or, an, -ing form (swimming) can add to its difficulty.

4. Meaning

The student needs help with the meaning if they can describe the words in the context. According to Ur (1997), meaning can be ascertained through translation, finding words in learners' native tongues that have the same meaning as the lesson. The definition of a word can also be found in its associations with other terms. A term can have multiple meanings when used in

several contexts. The instructor can employ strategies like guided exploration and dictionary use to help the students understand the meaning. Learners are likely to misinterpret two terms when their meanings overlap. One example of a make-and-do is when you prepare breakfast and schedule an appointment, but you do the housework and complete a questionnaire.

Based on the explanations above, learning vocabulary has so many difficulties. Students' difficulty learning vocabulary can be determined by their pronunciation, spelling, grammar, and meaning. It is critical to understand the students' difficulties when acquiring vocabulary. As a result, the teacher can appropriately solve the problem, and the students will know about the concept of English vocabulary as a consideration in learning English vocabulary.

Factors that Influence Difficulties in Learning Vocabulary

These difficulties were supported by a research finding by Taiqin (1995)

1. Internal factors

Internal factor in this context refers to students' factories' influence on their English vocabulary acquisition. Students play the most crucial function in acquiring an English vocabulary. Students differ in a few ways, including age, motivation, and attitude.

a. Age

Leontiev and James (1981:133) define age as the duration of an individual's or object's existence. Teachers need to be mindful that teenagers will learn differently from adult students. While adults tend to

pay attention to the lesson for more extended periods, young children typically have limited attention spans.

b. Motivation

According to Leontiev and James (1981:133), motivation is the cause or reasons motivating a person's practical actions or behaviors. Very motivated students will probably do better academically than most unmotivated students who can relate to being inspired to learn.

c. Attitude

Azwar (2013) explains that attitude is a reaction to feelings. Students' attitude towards an object is a supporting feeling or not to the object. An individual is ambivalent about a particular object, event, person, or idea. Attitudes are relatively persistent feelings, beliefs, and behavioral tendencies.

2. External Factors

External factors are the factors outside the students that influence them in learning English vocabulary. The external factors are:

a. Time

Leontiev and James (1981:150) state that time is the most crucial factor in determining what level students may reach. The number of hours in a day and the appropriate subject to be learned can be used to determine how far along a learner is. When time is of the essence, it is the responsibility of the instructors to condense the most significant

information into the allotted amount of time and convey it to the students. It is possible that concerning the exam, 581 professors would assign exercises that go beyond the prepared subject because the instruction is “mark-oriented,” depriving students of theoretical knowledge. In this case, teachers prioritize student accomplishment over the process of language acquisition.

b. Frequency of the Learners’ Conduct with the Language

According to Leontiev and James (1981:175), the frequency with which students communicate using the languages is a more critical component than time. It implies that the teaching and learning process will take place when available. Studying in a short time with the correct objectives will likely produce better results than looking over an extended period with the incorrect ones established.

c. The Number of Students in the Classroom

According to Leontiev and James (1981:190), the number of students in the classroom will be significant. Research has demonstrated that small classes perform better than large ones. In a limited number of students in the class, the teachers will likely quickly identify each student and successfully integrate the material into their minds.

Teaching English Vocabulary

Harmer (2007) gives a comprehensive explanation of some techniques for teaching vocabulary that is summarized as follows:

a. Explanation

The teacher uses an overhead projector, a board, a textbook, or a diagram to demonstrate how language is constructed. Teachers can show syntactic connections or stress patterns using tools like cuisenaire rods. The language used by the teacher to explain things to the class will vary depending on the students' ages, skill levels, and preferences.

b. Discovery

Discovering new language forms in an exam or analyzing grammatical evidence to deduce a grammar rule can motivate students to learn and comprehend new language forms.

c. Accurate Reproduction

Students acquire new language forms most effectively after an accurate reproduction stage. Here, the teacher instructs the class to repeat a new word, phrase, or sentence deliberately.

d. Immediate Creativity

When students show an understanding of the meaning, use, and construction of the language form the teacher focuses on, the teacher can ask them to create their sentences using the language form.

e. Check Question

The teacher can ask the students to construct their sentences using the language form when they understand its meaning, application, and construction.

The reason provided for teaching vocabulary leads the researcher to conclude that teaching vocabulary involves imparting knowledge and assisting students in acquiring words. Teaching the English language is a crucial responsibility of the teacher. To modify vocabulary instruction to the needs of each student, the teacher must be aware of the goals of each student.

Vocabulary Mastery

Vocabulary mastery is one of the mastery activities or is referred to as the ability to understand and use words in a language, both spoken and written. According to Thornbury in Kurniasari (2014:9), (1) pronunciation, (2) spelling, and (3) meaning are indicators of attainment or assessment of vocabulary mastery.

There are several ways to improve vocabulary mastery in students, including dictionaries and word games. According to Tarigan, "Daoar's vocabulary development techniques in learning her vocabulary are carried out qualitatively and quantitatively, for example, through dictionaries and games."

As for the types of vocabulary mastery according to Haris in Nurgiyantori, they are as follows:

1. Receiving Championship

Receptive mastery can be interpreted as passive mastery, where understanding is only in the thought process. The sensory language activities are listening and reading. This learning process is called the decryption process.

2. Productive Mastery

Language competence includes oral and written skills. This burning process is called the encoding process. The coding process attempts to convey ideas, thoughts, and feelings through linguistic forms, which means mastering the language or speaking.

3. Master Calligraphy

This competence includes the ability to register vocabulary according to linguistic rules. On the other hand, even if we understand the meaning of a word and can use it in a sentence, we don't know how to spell it correctly, so we still can't master the vocabulary being discussed.

Benefits of Vocabulary Mastery

When learning a foreign language, mastering the vocabulary plays an important role. Mastery of vocabulary affects language skills. Purwo (Aris Yunisah, 2007:11) states that vocabulary competence is a measure of a person's understanding of the vocabulary of a language and their ability to use that vocabulary both orally and in writing.

With an extensive vocabulary, one can use proper language and communication fully. According to Tarigan, the quality of a person's speech depends on their vocabulary; by enriching the learned vocabulary, the probability of mastering the language increases.

The Importance of Vocabulary in Learning English

A key component of fluency in English is vocabulary. For someone to comprehend what they read or hear and effectively communicate using the vocabulary they are familiar with, vocabulary is essential. According to Ifitah et al. (2020:22), a good vocabulary is more crucial for students. If students have learned their vocabulary, they will practice their grammar more easily. It is intended to help students communicate in real-world situations and will support their belief that they can express the same ideas or feelings in English as they do in their mother tongue. According to Amalia (2020:2), acquiring vocabulary is crucial for all language learners since it serves as the foundation for language proficiency. A key element of language acquisition in children is their vocabulary development. The more extensive a vocabulary, the more languages we wish to become fluent in. According to Fitria (2019:16), vocabulary is essential for several reasons:

1. Vocabulary as the foundation for conversation

Without vocabulary, nothing can be accomplished. It is essential to communication since words are commonly acknowledged as the primary tool for communication. Language learners employ vocabulary as an expression of human cognition to communicate their thoughts, feelings, and options.

2. Vocabulary as a reflection of social reality

Vocabulary also shapes the human experience. It shapes the world and can even alter human thought, which influences the behavior of language listeners.

3. Vocabulary as a predictor of academic ability

That vocabulary is directly related to how scientific discoveries are communicated. This is because research publications are composed of these words, which have significant roles in academic discourse. According to linguists, the terminology used in scholarly and specialized contexts should be understood for their respective categories and qualities. Furthermore, it is more likely that understanding and word size will accurately reflect academic improvement. Despite the differences in research methodologies and consequences, it is true that vocabulary usage is still generally preferred.

Wero et al. (2021:24) assert that vocabulary is essential to learning a foreign language. Vocabulary growth is necessary when studying English as a second language. Vocabulary is crucial for developing high linguistic proficiency in language use. Therefore, to comprehend their vocabulary development, it is imperative to quantify their advancement.

According to Bhakti and Marwanto (2018:81), vocabulary is the cornerstone of language acquisition. It's essential to focus on vocabulary development when learning a language. This can even be used as a benchmark for those who aspire to become proficient in the four language abilities of speaking, reading, writing, and listening. Students who have a limited vocabulary find it difficult to learn English. Vocabulary highlights that in addition to impacting reading activities, children's vocabulary knowledge also affects their capacity to engage in social and academic contexts fully.

Being one of the aspects of English that requires teaching and studying, vocabulary is the key to understanding a foreign language. One with less vocabulary knowledge

will find it more difficult to become proficient in a given language than someone with more vocabulary knowledge. The first task before tackling other language learning components is to become proficient in vocabulary. An extensive vocabulary improves students' reading comprehension. With their extensive vocabulary, writers can also comprehend what others are saying even when they are only listening, which is another capability that helps them develop their thoughts on paper. Their ability to articulate their thoughts verbally is enhanced when they have a strong vocabulary (Wilar et al.,2021).

Vocabulary is essential to language learning; according to Aprilliani (2020:344), learning a language is impossible without it. Vocabulary mastery is necessary for the four language abilities of speaking, reading, writing, and listening. A sufficient vocabulary is essential to understand a language. To become proficient in vocabulary, one must understand the meaning of many words, as vocabulary is one of the language skills teachers of English need to have and take into account. Because speaking effectively and clearly with sufficient language is more accessible, mastering vocabulary is essential. Vocabulary building is one of the primary aspects of learning English, according to Marpaung (2020:2). To communicate in English, you must have a wide range of words. Thus, it's critical to increase your vocabulary. A person may find it difficult to understand simple texts, listen to instructions, express thoughts or opinions, or interact with others if they do not have a large enough vocabulary. Without vocabulary, there could be no languages.

Understanding how words are utilized is crucial. Memorizing a list of words is only one aspect of vocabulary; another is understanding the word's meaning and application.

Increasing vocabulary is essential for three main reasons:

1. It helps you develop other skills.
2. It allows you to learn more words.
3. The more words you know, the more you can understand.

Those must be able to create lexical items to convey the importance of their words if they want to express themselves or ask for information. When we acquire a language, we also acquire its vocabulary. It is consistent with Xu's (2011) observations that vocabulary is the fundamental component that should be incorporated into the patterns, as without vocabulary, there could be no sentence, essay, or language even exists.

Previous Research

During the writing of this research, the researchers pulled references and references from two previous studies. In the investigation so far, it is expected that the investigations to be carried out will be strengthened. The first researcher was Sucandra, Budiman, MA., & Fajriyah, K. (2002) entitled "Analysis of Vocabulary Mastery Difficulties in Learning English Local Content in Grade IV Students at SD Plus Latansa, Demak Regency". This research uses the descriptive qualitative method. The results that can be gleaned from this study show that out of 12 students, 66.67% (8 students) have difficulty mastering English vocabulary. On the other hand, 33.33% (4 students) of the students who had no difficulty in mastering

English vocabulary and student work results still had difficulty in mastering English vocabulary.

The second research is that of Ikhsan, M.N, Yeni Mardianti Zebua and Fatin Nadifa Tarigan (2023) entitled “Analysis of Difficulties and English Vocabulary Learning Media for Students of SMP Negeri 2 Gebang”. This study used a qualitative study approach descriptive method with data collection techniques through interviews, student learning outcomes (tests) and documentation. Based on the results of this study, out of 28 students, 22 students (78.57%) scored less than 60 points. On the other hand, there were a total of 6 students (21.43%) who achieved a score of more than 60. On the other hand, the results of interviews and observations show that some teachers use digital learning media to stimulate students' interest in maximizing learning, which can expand English vocabulary.

From the two previous studies it can be concluded that there are similarities to the research conducted by researchers examining learning methods in terms of difficulties in mastering English vocabulary. In addition, the researchers and previous research also share similarities in research. The research used by the researchers used observation and interviews and previous research where the research was also used by questioning sources and observing the site where the research was to take place.