CHAPTER II

LITERATURE REVIEW

This chapter explained the literature review used in the research. It included the definition of learning for mastery and the characteristics of learning for mastery, and this research also describes the definition of vocabulary and the learning processes of vocabulary.

A. Learning for Mastery

1. Definition of Learning for Mastery

As described by Bloom (1976), mastery learning refers to an instructional strategy that emphasizes ensuring that each student attains expertise in their knowledge before progressing to new information. This approach underscores the importance of personalized and differentiated instruction, providing students ample time, support, and encouragement to comprehend and master the material thoroughly. Mastery learning entails regular assessments. Particularly those that are ongoing assesment to monitor progress and offer feedback for enhancement.

In mastery learning, Bloom (1976), also mentions that students must achieve a certain level of mastery of the required knowledge. If the students do not achieve fluency on the test, students will receive additional support to study and review the information before retesting. This cycle continues until the students achieve mastery. Then, they can move on to the next stage. According to Bloom (1976), the purpose of learning for mastery is to cater to individual differences in learning and ensure that all students have sufficient time, help and encouragement to succeed.

2. Characteristics of Learning for Mastery

The key features of the learning-to-mastery approach according to Bloom (1976), are to create a performance standard that represents "mastery" of a particular skill or concept, repeated asseses a student's progress toward a level of mastery, and provides remedial instructions so that the student can do it. Bloom (1976) also emphasizes the appropriate use of learning variables such as motivation, participation, feedback, and reinforcement as components of mastery learning, but these are not; instead, it is the organization of time and resources that determine the mastery of learning approach to ensure that most students can understand the learning objectives.

Bloom (1976), then outlined a specific instructional to use mastery learning, teachers first organize the concepts and skills they want students to learn into instructional units that typically span about 1 to 2 weeks of instructional time. After initial instruction about the lesson, the teacher conducts a brief formative assessment based on the lesson's learning objectives. However, rather than signalling the end of the lesson, this assessment is designed to provide students with feedback on their learning. It helps students identify what they have learned well and what they need to learn better. Teachers incorporate specific "remediation" activities to overcome learning difficulties with each assessment. Fixes are often tailored to each item or set of prompts in the evaluation so that the students only need to work on concepts or skills that still need to be mastered. In other words, personalised fixes can indicate the source of information about a

particular concept, such as the page number in a textbook where that concept is discussed. They may identify alternative learning resources such as textbooks, study kits, alternative material, DVD videos, or computer-based educational lessons. Alternatively, they may suggest additional practice resources, such as study guides, independent or guided practice activities, or collaborative group activities.

Through feedback and remedial information obtained during the assessment, each student will have a detailed inventory of what needs to be done to master the concepts or skills in the lesson. This timely correction to help prevent small learning difficulties from accumulating and becoming major learning problems. It also provides teachers with a convenient way to vary and differentiate their instruction to meet the individual learning needs of their students. As a result, more students learn better, master each unit's key learning objectives, and achieve the necessary prerequisites for success in subsequent units.

When students complete remedial work after one or two class periods, Bloom (1976) recommended that they take a second assessment. This second parallel assessment covers the same concepts and skills as the first but slightly different problems or questions. As such, it serves two important purposes. First, it verifies whether the correctives helped students overcome their learning difficulties. Second, it offers students a second chance to success and powerful motivational value.

Bloom (1976) also recognized that some students performed well on the first assessment, demonstrating their mastery of the unit concepts and

skills. The teacher's initial instruction was highly appropriate for these students, and they did not need corrective work. To ensure their continued learning progress, Bloom recommended that teachers provide these students with special enrichment or extension activities to broaden their learning experiences. Enrichment activities often are self-selected by students and might involve special projects or reports, academic games, or a variety of complex but engaging problem-solving tasks.

B. General Concept of Vocabulary

In the language learning process, two competencies must be learned by students. These are action competence and linguistic competence. So that, vocabulary is one of the linguistic competencies in language learning.

1. The Definition of Vocabulary

According to Hornby (1974), vocabulary as one of the language aspects, is supposed to be learned when people are learning a language. Good enrichment of vocabulary is essential for anyone who learn the language.

Everyone knows a word, and it may appear unnecessary to devote several pages of discussion to its definition, even in a book on vocabulary. Hornby, (1974), also defined vocabulary is "the total number of words which (with the rule for combining them) make up a language, words known to, or used by a person, in a trade, profession, etc.

According to the Merriam-Webster collegiate dictionary (2003), vocabulary is a list or collection of words or phrases. It can also be described as the stock of words used by a language, a group, an individual,

or a work in a specific field of knowledge. Additionally, vocabulary can refer to a supply of expressive techniques or devices within an art form. Based on these definitions, vocabulary can be understood as the total number of words utilized by individuals, classes, trades, and professions in communication as a means of expression.

3. **Kinds of Vocabulary**

In terms of its function, Crow (1986), mentioned that vocabulary can be categorized into two types: active and passive vocabulary. Active vocabulary refers to the words that individuals use when they speak or write, while passive language encompasses the words that individuals hear or read. To further elaborate, active vocabulary encompasses all the words employed by a particular person, socioeconomic group, profession, etc. In contrast, passive vocabulary contains all the words recognized and understood by an individual, even if not necessarily used.

Moreover, Field (1974) also classify vocabulary into two types: Receptive and Productive. Receptive vocabulary refers to the words readers recognize when encountering them but do not utilize when speaking or writing. On the other hand, Productive Vocabulary refers to the words that individuals use in their oral or written communication.

Brooks, (1964), has further divided vocabulary into three categories. The first category comprises little or empty words that have minimal meaning on their own but serve to specify items concerning each other and guide the direction of thought. Examples of such words include "these," "but," "although," and similar terms. The second category consists of

content words that convey their meaning, such as "salt," "ugly," "holiday," and so on. Lastly, clusters of words are included in the third category, particularly verbs that convey specific concepts when used with certain pronouns or prepositions. Examples of such verb clusters include "call it off" and "go without."

According to Gass, (2001), Vocabulary can be classified into two types: potential vocabulary and real vocabulary. Potential vocabulary encompasses words that learners will recognize even if they have not encountered them in a second language. In contrast, Real Vocabulary refers to the words learners become familiar with after exposure to the language. Based on the above explanations, potential vocabulary comprises words learners are already acquainted with before learning. In contrast, actual vocabulary consists of the words learners acquire and become familiar with during learning.

4. **The Principles of Vocabulary**

As described by Wallace, (1982), the rationale behind the presence of a word in the target language and its assimilation by native speakers in their ability to recognize and comprehend it in both oral and written forms is commonly employed in daily interactions. Students can retain such vocabulary at their discretion, while the teacher can link it with the appropriate grammatical structure. Regarding verbal communication, including easily identifiable words, enhances the students' linguistic knowledge. Likewise, in written expression, the usage of accurate spelling

facilitates the comprehension of sentences by students. Moreover, the selection of appropriate words in correct collocations is essential.

Furthermore, proper formality and consideration of connotations and associations are crucial when speaking or writing. The teacher must facilitate the learning process for students to achieve their desired level of proficiency in the target language.

C. Teaching Vocabulary

1. The Causes of Bad Vocabulary Learning

According to Wallace (1982), teachers should understand students' condition in learning vocabulary. Students cannot understand and remember vocabulary easily for many reasons, such as when they have been exposed to a vocabulary item at some stage but cannot bring it to mind when needed because students need to acquire adequate vocabulary. Wallace (1982) stated the second is that vocabulary is inappropriate to the given situation, so the student knows a word with the required meaning but somehow does not fit into the language they operate in. Another reason is the use of vocabulary at a different level of formality. The choice of words depends on the formality of the situation in which they speak and the relationship between the speakers. So that, students needed clarification to choose the correct word to speak in the situation. Next is having the wrong kind of vocabulary for one's needs.

It will be very beneficial for students to have substantial reading comprehension consisting of words that are difficult to pronounce. In learning vocabulary, students must use vocabulary in an unidiomatic way,

but many students may use it in an unidiomatic way. Based on Harmer (2002) another reason is using vocabulary in a meaningless way. It means the student is using the target language but not learning it since no connection has been made between the vocabulary and meaning. Sometimes, students need to correct their vocabulary using a dictionary. They must be made aware of the most efficient way to use a dictionary. Lastly, using incorrect grammatical form, spelling, pronunciation, or stress makes some students unable to use English with good grammar, spelling, pronunciation, or anxiety.

2. **Approaches in Teaching Vocabulary**

Wallace (1982) also described that it is helpful to make a distinction between direct and indirect teaching vocabulary. In natural teaching vocabulary, the learners do exercises and activities focusing on vocabulary. Such practices include word-building exercises, guessing words from context when this is done as a class exercise, learning words in lists, and vocabulary games. In indirect features, usually, the message is conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such a message, considerable teaching vocabulary can occur even though the learners' attention is not directed toward vocabulary learning. Opportunities for direct teaching vocabulary should occupy much more time in a language learning course than direct vocabulary learning activities.

3. **How to Remember the Vocabulary**

Harmer (2002), mentioned how to remember the vocabulary easily, students can do repetition, which means the time-honoured way of

memorizing new material is through repeated rehearsal while still in working memory. Besides that, retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Spacing is also better for distributing memory work over time than massing it together in a single block. The teacher allow vocabulary learners to do memory books silently and individually, making students more confident to memorize their vocabulary. Putting words to use is also the best way of ensuring they are added to long-term memory. It is the principle popularly known as Use it or lose it.

Another technique by Harmer, (2002), is cognitive depth, meaning the learner makes more decisions about words, and the more cognitively demanding these decisions, the better the dish is remembered. Students can do personal organizing; the learners' judgments about a word are most effective if personalized. Memorizing vocabulary can be done by imaging subjects tasked with silently visualizing a mental picture to accompany a new word. With Mnemonicn, students can retrieve items or rules stored in memory that must be automatically retrievable. Teachers' or friends' motivation is also essential to memorize the vocabulary, and it means the learner is likely to spend more time on rehearsal and practice, which, in the end, will play off in terms of memory. A high degree of conscious attention correlates with improved recall and improves students' vocabulary memorization.

D. Media for Teaching Vocabulary

1. Definition of Media for Teaching Vocabulary

The term media according to Heinrich, (1985), is derived from the Latin word "medium" which means "in the middle". Therefore, it designates anything that transports information between the source and receiver. When media are used to convey messages for educational purposes, they are considered international.

According to the above definition, the function of media is to convey information a source (teacher) and recipient (students). Communication between teachers and students goes well and the material is explained more easily, so media constitute all the supporting tools that teacher and learners can use to achieve a certain education.

2. Functions of Media for Teaching Vocabulary

According to Davies, (2010), the function of the media is to give instruction aids that are used to help teachers manage teaching more effectively. Media helps teacher communicate more effectively and fulfil their teaching management role. Besides that, learning aids are also used to help students more effectively. The media promotes understanding facilitates the transfer of training, and facilitates evaluation. Media can be used to evaluate mastery performance.

Brown, (1983), states that the function of media is to save time, stimulate interest in learning, encourage students' participation, provide advice, help students learn to communicate ideas visually, and create a dynamic relevant and attractive classroom.

3. Kinds of Media for Teaching Vocabulary

There are three kinds of media in general that have been mentioned by Brown (1983), these are audiovisual, audio, and visual media. Audio media is media that can be heard, while visual media is media that can be seen and educational supports that can be seen and heard are audiovisual media.

According to the Oxford Learner's Dictionary, visual media are "pictures, worksheets, maps, etc. Used as teaching aids. They can also be defined as visible objects used as teaching and learning images.

Finocharo cites several media examples for each type. Visual aids may include blackboards, textbooks, real objects, pictures, flashcards, tables, magnetic boards, and many different materials.

Another suggestion on how to present through visual media is suggested by Lubis, (1974), who argues that the function of visual media can be used to motivate and that they can also stimulate interest in the program language teaching.

Furthermore, Lubis also mentions the certain function of visual aids, which are to promote understanding as students listen, makes understand the meaning of vocabulary, invite and support students' reading, provide themes or visual guides to encourage speaking or writing, provides support and motivation for early English reading and writing, and the last is to overcome communication barriers.

E. Previous Studies

Some previous studies have the same purpose as this research. In the first previous study (Ihsani, 2017), the researcher found problems in improving students' vocabulary such as a lack of opportunities to use the language, misunderstanding the synonym or antonym, and the third is lack of understanding of the topic. The researcher used the song to improve students' vocabulary and audio-lingual method for the technique. This research was observed in MTs Muhammadiyah 2 Karanganyar with seventh-grade students. The researcher did the pre-research at that school and found many aspects of why students have difficulty increasing their vocabulary, the indicators are they have limited numbers of vocabulary, students have difficulties with the meaning of words, and their score on English test is low. By considering the problem, the researcher used song lyrics as to know how to teach vocabulary and the technique used is ALM (Audio Lingual Method). There are positive and negative results. The positive result is that students carefully listened to the teacher's explanation and enjoyed the lesson. They were changing students' behaviour to the lesson. The negative results are that some students were still busy with themselves, and some were shy when the teacher asked them to practice.

The second previous study by (Kusumaningrum, 2019) in this journal has explained that children can learn quickly. The researcher used a learning method by games named snowball throwing that can be used to train their psychomotor ability. Snowball is a learning method that uses a question ball made from a ball thrown consecutively to the group members. The snowball-

thrown method makes students more active in the learning process. This research results show that 1 of 27 students did not get a high score or was stagnant.

In the third previous study (Hidayati, 2017), the researcher used the think, pair, and share learning methods to improve students' vocabulary. The researcher applied the test to know students' abilities. Furthermore, the finding shows that the think, pair, and share learning method can improve students' vocabulary.

In the fourth previous study by (Kennedy, 2014), the researcher used evidence-based multimedia to improve vocabulary. The researcher gave students a pretest, and after that, the researcher gave students a story with a used LCD projector and classroom speakers, and then the researcher introduced a new term to the students. The result of this research shows that the technique made significant growth in improving vocabulary.

In the fifth previous study by Erfiani (2018), the researcher used the jigsaw method to improve students' vocabulary. The researcher gave them a pretest and classified the score based on the student's scores. After that, the researcher divided into groups with the name jigsaw group, and they may share ideas, opinions, and comprehension about the material and solve the problem until they comprehend the material. The result is that the student's scores improve significantly after being divided into jigsaw groups.