

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, consists of Definition of Vocabulary, Kinds of Vocabulary, The Importance of Vocabulary, Vocabulary Mastery, Teaching and Learning Vocabulary, Assessment of Vocabulary, Traditional Flashcards, Definition of wordwall, Types of Wordwall, How to Use Wordwall, The Advantages and Disadvantages of Word wall, and Previous Related Study.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary refers to the collection of terms within a language that are familiar to a person or group of people. It is a crucial part of being able to communicate, comprehend, and express ideas in a language. In addition to individual words, vocabulary also consists of their definitions, applications, and connections to other words.

According to Sipayung, (2018) said that Vocabulary is a total number or list of words that have meaning and are indispensable to express our thoughts. From the statement, vocabulary is a crucial part of language proficiency, which enables people to communicate well both in writing and vocally. A large vocabulary is essential for effective language learning and communication since it makes ideas easier to convey and enhances comprehension of what others are saying.

According to Nation, (2001) Understanding vocabulary is essential for both general language development and reading comprehension. With a larger vocabulary, students are better equipped to decipher texts and

engage in critical thinking and deeper understanding. Furthermore, vocabulary knowledge helps one deduce the meaning of unknown terms from context, which improves one's general language competency and literacy abilities.

Sathl (2006) as cited in Kadaruddin (2020) state that vocabulary knowledge is knowledge of words that not only implies definition but also implies how each word fits into the world. It means understanding vocabulary involves comprehending words' context, implications, and meaning changes, as well as their relationship to other words, social and cultural standards, to be well-versed in vocabulary.

To sum up, Vocabulary is a crucial aspect of language competency, enabling effective communication and comprehension of language in context. It enhances the ability to deduce meaning from context and grasp subtle language nuances. To achieve general language proficiency and expand vocabulary, one must understand the relationships between words and their cultural and social connotations.

## **2. Kinds of Vocabulary**

Hatch and Brown (1995) as cited in (Susanto, 2017), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. Productive vocabulary reflects the learner's capacity

to generate language in both known and spontaneous circumstances, requiring a deeper knowledge since it encompasses not just word recognition but also knowing how to utilize them effectively and appropriately in conversation.

Another, according to Swan, (2017) stated that vocabulary can be categorized based on parts of speech into several classes, including:

- Noun: Describes a subject, object, or location. Nouns can be divided further into:
  - Concrete Nouns: Material objects such as "mother" or "apple."
  - Abstract nouns are ideas, like "happiness" or "decision," that are immaterial.
  - Countable Nouns: Things with a count, such as "bottle" or "song."
  - Uncountable Nouns: Things like "music" and "water" that are not able to be numbered.
- Verb: Explains how something is done or how something is feeling; examples include "run," "think," and "have."
- Adjective: Used to describe nouns; examples include "big," "cold," and "blue." Adjectives of a certain kind are also thought to include articles (such as "a" and "the").
- Adverb: Provides an explanation about how, when, where, or to what degree a question is asked by altering verbs, adjectives, or other adverbs. Two such examples are "quickly" and "easily."

### 3. The Importance of Vocabulary

The foundation of learning a language is vocabulary. Vocabulary is the key for students to express their opinions both in learning and communicating (Arsini et al., 2022). So, learning vocabulary is important for learners, David Wilkins (1972) as cited in (Nurammida et al., 2024), “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This emphasizes how important vocabulary is to language learning and shows that even with a strong grasp of grammar, learners' capacity for successful communication will be significantly hindered in the absence of a large enough vocabulary. Consequently, emphasizing vocabulary learning is crucial for laying the groundwork for language proficiency and empowering students to understand, communicate, and engage in meaningful interaction.

Furthermore, According to Kadaruddin et al., (2020) “Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.” It means, students may find it difficult to use these language abilities successfully if they lack the necessary vocabulary, as vocabulary helps learners comprehend and express meaning in a variety of situations. Because it enhances general language understanding and communication skills, vocabulary mastery is consequently essential to language learning.

From the explanation above, the acquisition and mastery of language depend heavily on vocabulary. It serves as the cornerstone for students' capacity to convey themselves and their ideas in social and academic

settings. Insufficient vocabulary can provide serious obstacles for students in speaking, listening, reading, and writing, even if they have a solid grasp of grammar. Vocabulary is essential for clear communication, as highlighted by various scholars have shown, and it is therefore a vital part of the development of complete language abilities. Consequently, encouraging meaningful connection and linguistic proficiency requires a strong emphasis on vocabulary development.

#### **4. Vocabulary Mastery**

Vocabulary mastery refers to the learner's ability to understand, remember, and use a wide range of vocabulary effectively in a variety of language contexts. According to Nation (2001), "Vocabulary mastery includes knowledge of the form, meaning, and usage of words." This means that students need to understand not only the meaning of a word but also its spelling, pronunciation, and context. Furthermore, Richard and Schmidt (2010) define vocabulary mastery as the degree to which learners can understand and use vocabulary correctly and fluently in a variety of situations. Mastery implies long-term retention and the ability to access and apply words automatically and flexibly when communicating. Therefore, vocabulary mastery is a key aspect of language proficiency that enables learners to communicate accurately and fluently.

#### **5. Teaching and Learning Vocabulary**

Teaching and learning vocabulary is an important part of language acquisition. Vocabulary also plays a vital role in language comprehension, communication, and literacy. According to Nation (2001), vocabulary

knowledge involves several aspects: word form, word meaning, and word use. Word form is the knowledge of a word's spelling and pronunciation; word meaning is the knowledge of a word's literal and metaphorical meanings; and word use is the knowledge of a word's grammatical behavior, collocations, and use contexts. There are many ways that accommodate different learning styles and levels of language competence that teachers can use to teach vocabulary effectively:

- Explicit and Implicit Vocabulary Instruction

Vocabulary learning can be approached through explicit and implicit instruction :

- a. Explicit instruction : Is a method of teaching vocabulary words, definitions, and usage, often using techniques like word definitions, word mapping, word games, and repeated exposure to reinforce understanding and reinforce the use of vocabulary in various contexts. Explicit vocabulary instruction improves both short-term and long-term retention by providing learners with organized chances to use and revisit new terms (Graves, 2006).
- b. Implicit instruction : Through reading, talking, and listening to language, vocabulary is indirectly learned. By exposing students to words in context, this approach fosters their ability to deduce meanings and cultivate a natural sense of word usage (Nagy, 1988). This is also emphasized by Nation (2001) argues that extensive reading, for instance, offers exposure to a wide range of vocabulary, allowing students to internalize word meanings and usage over time.

- Contextualized Learning

Encouraging students to deduce word meanings from context. According to Nation (2001), when students learn words in context, such as through stories, dialogues, or subject-related texts, they are more likely to understand and retain word meanings. So, context improves vocabulary learning by assisting in the comprehension of subtleties, implications, and proper usage.

- Repetition and Reinforcement

Vocabulary knowledge is acquired gradually through repetition and reinforcement activities like games, quizzes, or word use, ingraining word meanings in learners' minds. According to Schmitt (2000), “learners simply need to meet words many times in context to really learn them”. Repeated exposure across different activities and contexts strengthens the mental representation of vocabulary, making it more retrievable for future use.

- Interactive Learning Tools

As technology advances, resources like educational games and apps (like Wordwall) can improve vocabulary acquisition by offering fun and interactive ways to practice words. These tools often integrate elements of gamification, which can increase student motivation and participation (Nation & Meara, 2010).

Among the vocabulary teaching methods, this study chose interactive learning devices, especially the Wordwall application, as a strategic medium to support vocabulary teaching. Wordwall integration

aims to create a dynamic, fun, and student-centered learning environment that is in line with best practices in vocabulary teaching.

## **6. Assessment of Vocabulary**

Vocabulary is an essential component which may be assessed in the context of language learning and teaching, particularly for English as a foreign language. According to Brown (2004), effective vocabulary assessment must be systematic and aligned with the learner's proficiency level. The following is a vocabulary assessment design based on Brown's principles:

- **Multiple - Choice Questions ((MCQs)**

MCQ style questions are beneficial on testing the students in vocabulary recognition, as here the student have to select the right meaning, synonym or usage of a word. Have a vast vocabulary in a limited time, Even pure vocabulary items can be covered very easily through MCQs.

- **Matching Exercise**

A useful and effective method of assessing vocabulary recognition is through matching exercise, particularly when it comes to definitions, synonyms, or even graphic representations of words. In this format, students are asked to match words according to their meanings.

- **Fill-in-the-Blank**

Fill-in-the-blank questions assess students' ability to use vocabulary words in context. In this type of exercise, students complete sentences by inserting the appropriate vocabulary words. This method evaluates



not only their understanding of the word's meaning but also their ability to use it accurately within a sentence.

- **Short-Answer Questions**

Short answer questions can test students' understanding of vocabulary by defining the word or using it in a real sentence. In this format, students define or use a word in a sentence.

- **Contextual Guessing**

This type of question assesses students' ability to infer the meaning of vocabulary based on the surrounding context in a reading passage, reflecting skills commonly needed in real-world reading.

## **B. Traditional Flashcards**

### **1. Definition of Flashcards**

Flashcards are a simple yet effective tool commonly used in vocabulary learning. They consist of cards with information such as words, phrases, or images on one side and their definitions, translations, or explanations on the other. Flashcards are designed to facilitate active recall, where learners are prompted to retrieve information from memory, which strengthens their ability to remember vocabulary over time (Nation, 2001).

### **2. Benefit of Flashcards**

There are several advantages to using flashcards while learning new words. First of all, they encourage spaced repetition, a method of learning that improves long-term memory retention by having students revisit material at progressively longer intervals (Schmitt, 2010). Second, to make

learning more interesting and efficient, flashcards may be customized to meet the needs of each learner by adding images, mnemonics, or contextual phrases (Elgort & Piasecki, 2014). Additionally, learners may practice vocabulary at any time and from any location because of flashcards' portability and ease of use.

## **C. Wordwall**

### **1. Definition of Wordwall**

Wordwall is an interactive online tool that gives teachers the ability to develop and share learning activities that may be customized to reflect their students' needs. According to Hasan & Habibie (2023), Word Wall media is one of the media that may be used to increase students' vocabulary comprehension. It provides a range of interactive exercises that accommodate various learning preferences, enhancing the effectiveness and engagement of vocabulary acquisition. This application also demonstrates how Word Walls may be used to create a fun and engaging learning environment that motivates students to engage and work together. In addition to improving vocabulary retention, this participatory method gives pupils more self-assurance while utilizing new terms in various situations, which eventually improves their language proficiency.

Furthermore, Umar (2023) as cited in Lewis (2017), Word wall is an online tool for designing study exercises that is completely free. According to (Khoirunnisa et al., 2023), Wordwall application provides many kinds of features to assist students in learning a language. It enables teachers to design a range of interactive exercises, including word games, match-ups,

and quizzes, which improves student engagement and promotes active learning in a number of learning environments. This tool is a flexible resource for vocabulary building and other language learning activities since it facilitates both solo and group learning.

## **2. Types of Wordwall**

The wordwall application has various interesting types game that can be used in vocabulary learning. According to Arsini et al., (2022), there are several types game of wordwall, including:

- Match up : Students match items, like pairing a word with its image or definition.
- Missing word : In this game, students complete sentences or phrases by selecting or typing the correct word in place of the missing one.
- Open the box : Students click on boxes to reveal tasks or questions, which can include multiple-choice, true/false, or short-answer formats.
- Anagram : In the Anagram game, students must rearrange jumbled letters to create the correct word.
- Crossword : Crossword puzzles require students to fill in a grid with the words that relate to the clues.
- Unjumble : To create coherent phrases in the Unjumble game, students must arrange words in the right order.
- Quiz : Wordwall also offers various types of Quizzes, such as multiple choice, true or false, and short answer quizzes.

- Find the match : Students link pairs, such as matching words with meanings, pictures with names, or related concepts.

From the explanation above, it can be seen that there are many types of games from the Wordwall application that can be used to learn vocabulary, each offering unique ways to engage students and reinforce language learning. In this study, the researcher specifically used three types of Wordwall games such as Match Up, Crossword, and Find the Match, because these formats were most effective in helping students associate vocabulary with meaning, and context in an interactive way.

### **3. How to Use Wordwall Application**

Here are the steps to use the wordwall application:

- a. Go to <https://Wordwall.net/>
- b. Create an account if you're a new user. You can sign up using an email address, Google, or Facebook account.
- c. If you have finished creating an account, select create activity.
- d. Select the design type/template you want.
- e. After selecting the template, you'll be prompted to customize it by adding your own content, such as vocabulary words, definitions, questions, or images.
- f. After that, adjust the settings for the game, such as time limits, number of attempts, or display options (depending on the game type).
- g. Start the activity, we may begin the online activity to see if the game we made can be utilized correctly once the material and parameters have been entered.

- h. Next, choose the share option if you want to share. You can share the game immediately through Google Classroom, email, or WhatsApp by copying the URL and sharing it there.

#### **4. The Advantages and Disadvantages of Wordwall**

The wordwall application has advantages and disadvantages. Following are the advantages of the Wordwall application : a). Increasing students' learning motivation, b). Increasing students' knowledge and understanding by giving them chances to learn while they play, c). Creating a fun learning atmosphere while playing so that students do not get bored easily, d). Students can access materials from any device connected to the internet, so learning can be done anywhere and anytime.

In addition to the advantages, the wordwall application also has disadvantages including : a). Limited free features on the wordwall application, b). Wordwall cannot be used for all learning materials because it will make students tired.

#### **D. Previous Studies**

Several previous studies have been undertaken to investigate the effectiveness of using Wordwall in English language learning vocabulary mastery. Previous studies include the following :

The first study was conducted by (Shabrina & Taufiq, 2023) with the title “The Effect of Teaching English Vocabulary on Junior High School Students By Using Wordwall.net”. This study investigated the impact of Wordwall.net on English vocabulary learning at SMP Negeri 1 Wonoayu. The researchers aimed to address the low performance of students in vocabulary

assessment. The design used was a true experiment involving 35 students in the experimental group and 35 students in the control group. The results showed a significant difference in the mean scores, with the mean score of the experimental group increasing from 65.00 to 89.13, and the score of the control group increasing from 57.73 to 77.90. According to the results, Wordwall.net is a useful resource for improving students vocabulary.

The second study was conducted by (Faradila et al., 2023) with the title “Improving Junior High School Students' Vocabulary Mastery through Wordwall.net Media”. This study evaluated the effectiveness of Wordwall.net in improving vocabulary mastery among junior high school students. This study used Classroom Action Research. A total of 30 students from class VIII.E at SMPN 7 Kota Bengkulu underwent vocabulary tests, observation checklists, and notes. The results showed a significant increase in vocabulary, an increase in the passing rate of the Minimum Mastery Criteria, and positive classroom dynamics, including increased attention, activeness, and self-confidence. Thus, wordwall.net is a potential medium for teaching English vocabulary.

The third study was conducted by (Hakim et al., 2023) with the title “Wordwall Website Media: Enhancing Students' English Vocabulary Mastery And Boosting Students' Motivation To Learn English”. This study used descriptive quantitative research method in its research. This study analyzed the use of Wordwall website to help 8th grade students learn English vocabulary and increase motivation. The study found that students obtained higher post-test scores, indicating increased vocabulary mastery. Wordwall website also increased students' enthusiasm for learning English by providing

a stimulating and interesting learning experience, which facilitated the vocabulary learning process.

Based on the three previous studies, this study has similarities and differences with previous studies. The similarities in this study are in the use of wordwall applications in English learning to improve vocabulary mastery. However, there are also some differences between these studies. These differences lie in previous studies, which mostly use classroom action research methods, true experimental design, descriptive quantitative research methods. And previous studies have mostly studied grade VIII junior high school level. Other differences lie in the place and time of the study. Consequently, despite the variations in how this study is conducted, it does relate to all prior research as a guide.