

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consist of vocabulary (definition of vocabulary, types of vocabulary, vocabulary mastery, how to teach vocabulary), definition of wordup application, types of wordup application, the advantages and disadvantages of wordup application.

#### **A. Vocabulary**

Vocabulary is an important part of language proficiency and learning, playing a significant role in communication, comprehension, and overall linguistic competence. A rich vocabulary allows an individual to express ideas more clearly and understand others more effectively. According to research by Nation (2001), mastery of vocabulary is a fundamental aspect of reading comprehension and overall language development. Without adequate vocabulary, even the most basic forms of communication can be challenging. Vocabulary encompasses not only the number of words known but also an understanding of their meanings, usage, and contexts. Beck, McKeown, and Kucan (2013) highlight that vocabulary development is closely linked to academic achievement and cognitive development. They argue that a strong vocabulary facilitates deeper thinking and learning, as it provides tools for understanding and engaging with more complex concepts. For instance, a well-developed vocabulary enables students to comprehend reading materials better, participate in meaningful discussions, and convey ideas effectively in writing. A thorough understanding of words and their meanings is crucial for

critical thinking and problem-solving. Therefore, vocabulary is an essential component of language learning and use, necessary for effective communication, academic success, and cognitive development. Vocabulary underpins reading comprehension, critical thinking, and the ability to engage with complex concepts.

## **B. Definition of Vocabulary**

Vocabulary is a crucial element in language and effective communication, with several prominent definitions emphasizing its diverse aspects. McCarthy and O'Dell (2016) define vocabulary as the set of words known and used by an individual in both speaking and writing. This definition highlights the importance of vocabulary in facilitating clear and precise communication. Nation (2001) describes vocabulary as encompassing all words understood and used in both active and passive contexts. Active vocabulary includes words used in speaking and writing, while passive vocabulary includes phrases that are recognized and understood during reading or listening.

Steven Pinker (2015), describes vocabulary as the set of words known and utilized by an individual to understand and communicate in a language. This definition positions vocabulary as the foundational element of more complex language structures. Similarly, Poeppel and Hickok (2008) define vocabulary as the set of words stored in memory and employed in language production and comprehension. This definition underscores the role of vocabulary in cognitive processes and memory. Lastly, Carston, R. (2023), highlights the important role of vocabulary in language learning and

communication. Craston emphasizes that words are an important communication tool that is continuously adapted to various contexts. Additionally, research on knowledge sharing and linguistic diversity reveals that vocabulary has a significant impact on professional and social interactions, especially in multilingual environments, making lexical knowledge essential for effective communication and aligning with contemporary insights regarding the cognitive and social dimensions of language.

### C. Types of Vocabulary

According to Hiebert and Kamil (2005), vocabulary is categorized into three types:

1. **Oral vocabulary**, which is the list of terms we can say and understand when speaking or listening to others.
2. **Print vocabulary**, which is the list of words we know the meaning of when writing or reading.
3. **Productive vocabulary**, which is the collection of terms that can be used in both writing and speaking. These are terms that are widely used, well-known, and easy.

According to Richards, J. C., & Schmidt, R. (2010), there are two categories of vocabulary: productive vocabulary and receptive vocabulary

1. **Receptive Vocabulary:** This refers to a set of words that can be recognized and understood by individuals when they encounter them in spoken or written form. Receptive vocabulary is essential for comprehension, as it involves the ability to grasp the meaning of words in context, even though these words may not be used actively in speaking or writing.

2. **Productive Vocabulary:** This type includes words that learners can not only recognize and understand but also use effectively in their own speaking and writing. Productive vocabulary involves the ability to correctly pronounce and apply words in appropriate contexts, allowing individuals to actively engage in communication and express their ideas clearly.

On the other hand, Hatch and Brown (2001) categorize vocabulary into eight categories:

1. Nouns (for example, book, table, pencil, etc.)
2. Pronouns (for example, she, they, her, etc.)
3. Verbs (for example, walk, eat, read, run, etc.)
4. Adjectives (for example, smart, beautiful, handsome, etc.)
5. Adverbs (for example, slowly, carefully, honestly, etc.)
6. Prepositions (for example, at, on, in, beside, under, between, etc.)
7. Conjunctions (for example, that, and, so, but, etc.)
8. Determiners (for example, a, an, my, your, that, etc.)

Meaning and Semantics in Vocabulary Understanding vocabulary goes beyond knowing words; it involves understanding their meanings and how they relate to each other within a language system. The study of meaning in language falls under the branch of linguistics known as semantics.

According to Dooley and Levinsohn (2001), meaning refers to the concept, idea, or mental representation associated with a word, phrase, or sentence. Depending on the context, words can have multiple meanings. For example, the word "bank" can refer to a riverbank or a financial institution.

Semantics is the study of meaning in language, which focuses on how words, phrases, and sentences convey meaning. Cruse (2000) examines various relationships between words, such as synonymy (words with similar meanings, for example, "big" and "large"), antonymy (words with opposite meanings, such as "hot" and "cold"), and polysemy (words with multiple meanings, such as "light" which can mean "not heavy" or "illumination").

When learning vocabulary, it is crucial to understand not only the definition of a word but also its semantic properties. This helps learners develop a deeper comprehension of language and enhances their ability to use words accurately in different contexts. Research by Saeed (2016) emphasizes that vocabulary learning should incorporate semantic analysis to ensure proper understanding and retention.

By integrating meaning and semantics into vocabulary instruction, students can develop a richer lexical knowledge and improve their overall communication skills.

The essence of all the explanations above is the same: vocabulary is a set of words used to communicate in a language. Words can be classified into functional categories, which are referred to as parts of speech (Cruse, 2000). These categories include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. In addition to these, meaning and semantics also play an essential role in understanding how words function in communication. In this research, the focus will be on nouns, verbs, adjectives, meaning, and semantics, as they align with the report text material for tenth-grade senior high school students.

## **D. Teaching Vocabulary**

Teaching vocabulary is not an easy task. Some argue that vocabulary instruction is a waste of time due to the vast and unlimited number of words. However, English teachers are advised to prioritize vocabulary instruction before moving on to other aspects, such as grammar, reading, writing, and speaking. A broader vocabulary base will make it easier for students to grasp and learn other aspects of the English language.

Vocabulary is a key element in the process of English language acquisition. According to Celce and Murcia (2001), vocabulary learning serves as the core of language acquisition, whether it is the first, second, or foreign language. This underscores the importance of mastering vocabulary for effectively understanding and using the language.

According to Brown (2007), "teaching" is defined as the process of providing instruction related to knowledge and skills to an individual. Based on this, vocabulary instruction can be understood as an activity in which the teacher imparts knowledge about vocabulary to students and how to apply it in daily life. Harmer (2015) provides an in-depth explanation of various techniques for teaching vocabulary, summarized as follows:

### **1. Demonstration**

In this technique, the teacher illustrates the use of the language they wish to teach to the students through practical examples.

### **2. Explanation**

The teacher explains the structure of the language using diagrams, textbooks, blackboards, or overhead projectors (OHP).

### **3. Discovery**

Students are encouraged to understand new language forms by reading texts or examining grammatical evidence to create grammatical rules.

### **4. Question Assessment**

The teacher can pose questions to evaluate whether students have understood the meaning and usage of the vocabulary present in the text or paragraph.

### **5. Presentation**

The teacher presents objects without directly introducing the words to the students, for example, by using pictures, videos, and also by employing gestures, actions, and mime to convey the meanings of those words.

## **D. Vocabulary Mastery**

Mastery in language learning is understood as the gradual development of communicative competence, which includes the ability to use language fluently, accurately, and appropriately in various contexts. According to Brown (2007), this mastery is achieved through meaningful interaction, extensive exposure to language, and internalization of forms and functions over time. For instance, vocabulary mastery involves the ability to use words effectively in communication, understanding their meanings, and applying them appropriately in different contexts (Beck, McKeown, & Kucan, 2013). It demonstrates a profound mastery of language, allowing individuals to skilfully manage and control their use of words as an essential tool for communication. In recent years, the integration of technology in vocabulary instruction has gained significant attention. Digital tools and applications, such as vocabulary learning apps, online flashcards, and interactive games, provide innovative

ways to enhance vocabulary acquisition. These tools often incorporate features like spaced repetition, gamification, and personalized learning paths, which can engage students and cater to their individual learning needs. Research has shown that using technology in vocabulary instruction can lead to increased motivation and improved retention of vocabulary, as students can practice and reinforce their learning in a dynamic and interactive environment. In summary, mastery encompasses the ability to handle complex tasks with expertise, gained through sustained effort and learning, and is crucial for achieving excellent results in any field. The use of technology in vocabulary instruction not only supports traditional learning methods but also offers new opportunities for students to develop their vocabulary mastery effectively.

#### **E. WordUp application**

WordUp is an innovative and engaging mobile application designed to enhance English vocabulary learning through interactive and multimedia-rich methods. Unlike traditional vocabulary learning that relies on simple definitions, WordUp utilizes content from a variety of sources including movies, songs, and famous quotes to make learning more dynamic and contextually rich. The app boasts a large vocabulary database, featuring over twenty thousand words, organized into categories that range from the most frequently used to less common terms, allowing for a structured approach to language acquisition.

What makes WordUp different is its unique approach to organizing vocabulary into 25 distinct groups, each containing one thousand words. These groups are arranged from the most useful and frequently used words to



those that are less common. This structured system helps users progress smoothly from basic to advanced vocabulary levels. As users begin learning new words, the app offers dictionary entries that include the meaning, pronunciation, grammatical function, translation into the user's first language (L1), and several example sentences. Additionally, WordUp features an extensive collection of real-world examples, sourced through artificial intelligence and search algorithms. Users can view and contribute to this collection with snippets from quotes, TV shows, movies, news programs, and songs. This extensive array of real-world examples not only aids in vocabulary acquisition but also enhances the learning experience by integrating engaging and practical language usage from various media.

#### **F. Steps to Use WordUp**

Before using this application, there are several steps that need to be completed in order to register and start using it.

To start using the WordUp application, follow these steps:

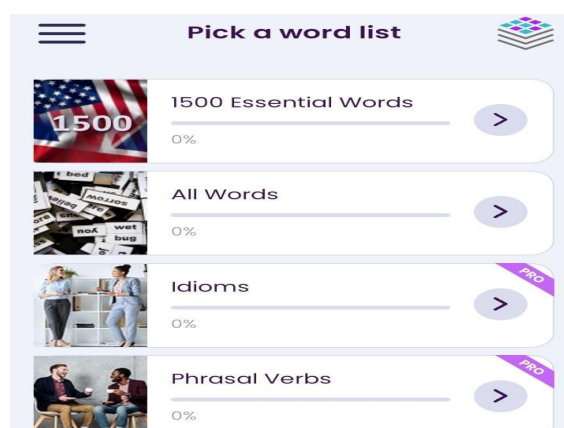
1. Steps for Signing Up
  - a. Students need to download the WordUp application. They can do this by visiting the website at <https://www.wordupapplication.com/> and choosing the appropriate device type for the download. The app is compatible with iOS, Android, or Windows systems.

**Figure 2.1 Front View of the WordUp Application**



- b. Based on the information in Figure 2.1, after downloading the application, students will be directed to the main page. To begin the registration process, they can click the 'Let's get started' button. If they already have an account, they can simply click the 'Log in' button to access it
- c. After clicking the “Get Started” button, students will be presented with two options to select whether English is their native language or a secondary language. Following this, they need to choose their preferred accent, American English or British English. In the subsequent screen, students will specify their purpose for learning English, which will help determine the vocabulary they should focus on. They will also select their proficiency level, and if uncertain, they have the option to take a 3-minute test to assess their level. Students are allowed to use their email addresses to complete the registration process.

**Figure 2.2. The Vocabulary Parts**



- a. After completing the setup, students can open the application and begin working on the vocabulary exercises available in it
- b. Finally, students are ready to start learning new English vocabulary.

## 2. Steps in Using the Application

To start using this application, the learners must follow these steps:

- a. First, users are asked to choose their preferred accent, estimated language proficiency level, and age. This step helps to personalize the learning experiences.
- b. Next, users take a placement test. This test measures their vocabulary knowledge and identifies their position within a list of 25,000 words.
- c. After the placement test, users complete daily assessments. These regular tests help them discover new words from a group of 1,000 words that match their current level.

**Figure 2.3 Knowledge Map Part**



- d. During the learning phase, users have three options:
  - 1. They can confirm that they are familiar with the word.
  - 2. They can confirm that they are not familiar with the word and wish to learn it.
  - 3. They can request the program to test them if they are unsure about the meaning of the word.
- e. Once users are familiar with the application, WordUp will prompt them to define the term the following day after practicing it in various contexts.
- f. Users are required to recall the word after three days, one week, one month, three months, and one year, assuming they provide the correct answer.
- g. If users remember the word correctly, the reminder process will restart. However, if users make an error during practice, the reminder process will be reset.

## **G. The advantages and disadvantages of WordUp**

This application has several advantages and disadvantage, some of which are as follows:

### **1. The Advantages**

The WordUp application offers several advantages for users looking to improve their English vocabulary in an interactive and engaging way. It is specifically designed to facilitate vocabulary enhancement, making the learning process enjoyable and effective. One of its key features is the ability to remind students to study vocabulary at specific times they have set, which helps establish a consistent study routine. Additionally, WordUp provides real-life examples, such as movie clips, newspaper quotes, and other engaging content, allowing users to see vocabulary in context and understand its practical application. Furthermore, the app enables users to personalize their learning journey by taking tests to determine their proficiency level and receiving vocabulary recommendations that align with their individual needs. Overall, these features make WordUp a valuable tool for vocabulary acquisition.

### **2. The Disadvantages**

While the WordUp application offers numerous benefits, there are also some disadvantages to consider. Many of the premium features of the app can only be accessed through a subscription, which may not be affordable for all users. Additionally, learning through the app can reduce opportunities for direct interaction with teachers or peers, potentially impacting the development of essential speaking and listening skills. Furthermore, although

the app excels in vocabulary development, it may not adequately address other critical aspects of language learning, such as grammar and speaking skills, which are vital for achieving overall language proficiency. These limitations highlight the need for a balanced approach to language learning that incorporates both digital tools and traditional methods.

## **H. Previous Studies**

Previous study conducted by Maenza and Gajic (2020), this research employed qualitative methods to assess the effectiveness of the WordUp application in enhancing English vocabulary among university students. The study concluded that the WordUp application could have a positive impact on students' vocabulary development and serves as an excellent digital educational tool for advancing English vocabulary in an engaging and modern way. There are both similarities and differences between the current research and Maenza's study. The similarity is that both studies examine the usefulness of the WordUp Mobile Application based on improvements in English vocabulary. Meanwhile, the difference lies in the fact that Maenza's research focuses on the application's use at the university level, whereas the current study investigates the effectiveness of the application in enhancing English vocabulary among high school students, specifically tenth-grade students at SMAN 6 Kediri.

Another previous study by Nushi, Aghaei, and Roshanbin (2021), aimed to review the use of the WordUp application to help students learn new English words through various authentic examples. The method used in this study was qualitative. The results indicated that the WordUp application is

recommended for students above level A1 who wish to understand the application of the material they have learned through authentic input. In this context, there are both similarities and differences with the current research. The similarity is that this study also investigates the use of the WordUp application in English teaching and learning activities. Meanwhile, the difference is that this research does not delve into the technical aspects of how the application assists students in mastering new and unfamiliar English vocabulary, which contrasts with the current study.

The last previous study is by Idasari and Maknun (2021), this research used a quasi-experimental design, incorporating pre-tests and post-tests to evaluate writing skills in recount texts. The study focused on assessing the impact of the WordUp application on students' writing abilities. The results showed that the WordUp application was effective in improving students' writing skills. This study differed from others in its methodology and focus. While previous research utilized qualitative methods, this study used quantitative methods. The earlier studies demonstrated WordUp's effectiveness in writing improvement, whereas this study aims to investigate the application's impact on enhancing students' vocabulary mastery.

Considering the various perspectives presented above, the goal of this research is to provide a realistic and data-driven solution to address the issue of limited vocabulary among students. The use of the "WordUp" app is expected to result in a significant improvement in the vocabulary mastery of tenth-grade students, which in turn enhance their overall competence in using the English language.

