

CHAPTER II

LITERATURE REVIEW

A. English Language Teaching

The goal of English Language Teaching (ELT) is to assist students in improving their capacity to communicate in English on a daily life. Because it supports the four language abilities of speaking, listening, reading, and writing, vocabulary is crucial to ELT. According to (Nation, 2006), vocabulary is crucial for language use because students need words to express meaning. Furthermore, students with a limited vocabulary frequently struggle to understand texts and communicate ideas (Thornbury, 2002). As a result, mastering vocabulary is seen as an essential component of learning English, especially for junior high school students.

Vocabulary learning in ELT should be meaningful and contextual to help students understand and remember new words easier. According to (Coady & Huckin, 1997) state that there are a number of ways to teach vocabulary, including demonstration, the use of actual items, drawing or sketching, translation, dictionaries, and verbal explanations. These methods help learners connect words with their meanings. According to (Thornbury, 2002) highlights that acquiring vocabulary effectively requires more than just memorizing word lists; it includes understanding how words are used in context.

The teaching of vocabulary in English language instruction has been affected by the use of technology. According to (Richards & Rodgers,

2014) using media and technology in language instruction can boost student motivation and facilitate learner-centered activities. Technology gives students contextual and visual information that could enhance comprehension. According to (Nation, 2006) follows on to say that introducing kids to terms in rich and significant situations increases the effectiveness of vocabulary learning.

Google Lens is one example of a technology used in ELT that may be used to teach vocabulary. Using Google Lens, children can visually identify real items and learn things like pronunciation and definitions of English words. As recommended by (Coady & Huckin, 1997), this exercise includes the use of actual objects and demonstration. According to (Nation, 2006), visual-based learning of vocabulary facilitates students' understanding of concepts and supports vocabulary mastering, particularly in terms of meaning and pronunciation.

B. Vocabulary

1. The Definition of Vocabulary

As a component, vocabulary may be used as a tool to improve all of the English language skills. Students could not become more proficient in reading, writing, and communicating with foreigners if they lacked vocabulary. According to Merry Susanty Br Tarigan et al., (2024), Horn (1998) defined vocabulary as 1. Every word a person was familiar with or used. 2. Every word in a specific language. 3. The language that was used

during speech. 4. A list of words with definitions, particularly from a foreign language instruction book. According to Akbar et al., (2024), Hornby (1986: 478) defined a vocabulary is a collection of words that a person in a profession can use to explain their ideas. This means that vocabulary is the collection of words that a person employs to speak in a language.

However, the Oxford Learner's Pocket Dictionary defines vocabulary as every word a person was familiar with or used. According to (Merry Susanty Br Tarigan et al., 2024), Good (1973: 143) defined in order to communicate with others, vocabulary is defined as words that have meaning when heard or seen by an individual. In a similar vein, Read (2006:16) stated in Akbar et al., (2024) that vocabulary was more than simply a collection of individual language learners' vocabulary and communication skills. Examining those definitions, the The author came to the conclusion that vocabulary was a collection of letters that were arranged into words and then used by an individual or group for communication.

2. Aspects of Vocabulary

(Harmer, 1991) asserts that having a strong vocabulary includes knowing the meaning, usage, formation, and grammar of words. This is in line with Lado & Fries, (1957) assertion that certain vocabulary components, including word meaning, spelling, pronunciation, classifications, and usage, must be understood.

a. Meaning

It is essential to comprehend the meaning of words. In order to properly utilize and comprehend vocabulary, learners must be aware of the fact that words can have numerous meanings depending on the context.

Example :

Word: bank

- I save my money in the bank. → bank = a place to keep money
- He sat on the river bank. → bank = the side of a river

This shows that one word can have different meanings depending on the context.

b. Spelling

It's crucial to know how to spell words correctly, particularly when learning new words. Accurate word recognition and production in writing are facilitated by spelling.

Example:

Word: beautiful

Incorrect : beautifull

Correct : beautiful

Correct spelling helps students write words accurately.

c. Pronunciation

Pronouncing words correctly is essential for clear communication. It entails understanding the correct way to pronounce words so that they are understood when spoken.

Example :

Word: *enough*

Pronunciation: /ɪˈnʌf/

Example sentence: I have enough time.

Correct pronunciation makes spoken communication clear.

d. Word Use

Grammar, collocations, and appropriate usage scenarios are all covered in this section along with how words are used in various contexts. It assists students in properly using language in both writing and speaking.

Example:

Word: make

Correct :She makes a cake.

Incorrect :She makes a homework.

Correct : She does homework.

This example shows proper word use based on grammar and collocation.

3. Type of Vocabulary

Experts say that vocabulary can be broken down into various categories. (Harmer, 1991) distinguishes between two categories of vocabulary: active and passive. Harmer's term "active vocabulary" refers to vocabulary that students have acquired and been taught with the intention of using it for their own purposes. The second is passive vocabulary, which refers to terms that pupils are likely to identify but not be able to generate when they encounter them.

According to (Merry Susanty Br Tarigan et al., 2024), vocabulary can be split into four categories. There are four categories of vocabulary: reading, writing, speaking, and listening vocabulary. First, words that individuals employ to communicate ideas in an active and intelligible manner are referred to as oral vocabulary. Second, the words that are used when writing a piece of writing are known as writing vocabulary. Third, the listening vocabulary consists of the speaker's words that the listener can understand. It can also be claimed that the listener can effectively understand the speaker's message since spoken words are interpretable. The latter are words that, when read, may be comprehended in writing. All linguistic communication tasks are covered by the four categories of vocabulary listed above by Harmer.

4. Ways in Teaching Vocabulary

According to (Coady & Huckin, 1997), there are a few methods for teaching new vocabulary: demonstrate, utilize the actual object, draw or

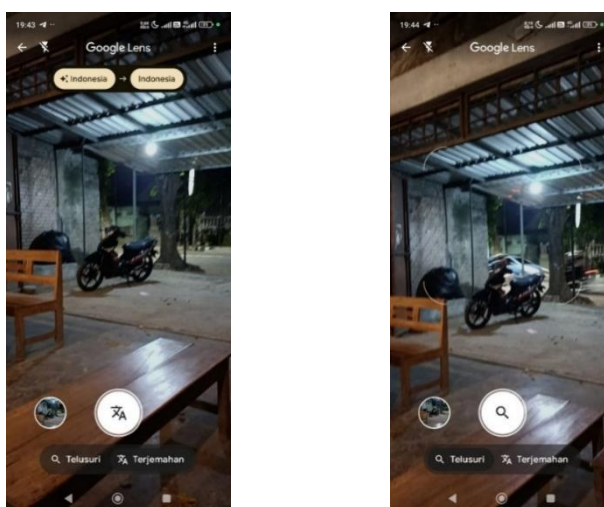
sketch, use a blackboard to display a grade or scale, translation, antonyms, synonyms, dictionaries, and spoken explanations. Based in this theory, teaching language can be facilitated by using Google Lens as a learning tool. Students can more quickly comprehend vocabulary by scanning actual items to see English word-s and their meanings. Additionally, Google Lens offers pronunciation and translation tools that help students learn language in a contextual method.

C. Google Lens

1. Definition of Google Lens

Google Lens is an artificial intelligence-based application that allows users to recognize, search and translate text in real-time using a smartphone camera(Rachmayanti, 2025). The app can not only translate text instantly, but also provide additional relevant information. This helps students in understanding the meaning of new vocabulary contextually.

Picture 2. 1 The Initial View of Google Lens

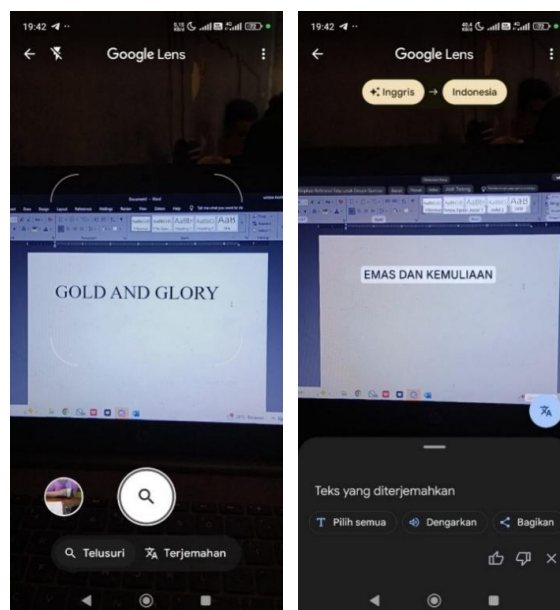


2. The Use of Google Lens

When an image is recognized by Google Lens, it can either provide a similar image or detailed information about the image. When focusing the phone's camera on an object, Google Lens tries to identify it by scanning barcodes, QR codes, labels, and text. It then displays the relevant search results, web pages, and information.

In addition to using Google Lens photos, It is strengthened with camera support that can recognize camera captures, whether they are text viewed through the camera or other objects, and determine what the user wants, like related photos, specifics of the photo, the text's meaning, or the meaning of writing on the image. as seen through the camera. Additionally, Google Lens has the ability to translate text into multiple languages.

Picture 2. 2 The Use of Google Lens



3. Advantages and Disadvantages of Google Lens

As technology has advanced, According to (Maurya et al., 2022) Google Lens offers the following benefits: 1. The tool is easily accessible due to its direct integration into Android 2. It is a free tool. 3. Adaptable in identifying photos taken with a camera or those that are already in the gallery 4. Because it can be accessed via a cellphone, it is convenient to use anywhere. 5. Extensive exploration:

This tool makes it extremely simple to discuss different things on Google because one developer works with Google. Although Google Lens has numerous benefits and is quite intriguing, it does have several drawbacks, including:

1. Because Google Lens operates directly, internet access is necessary to maintain its functionality.
2. Depletes the battery since utilizing the camera uses up enough of the phone's battery. Can only be accessed with a camera and pictures; Google Docs and Google Translate can support documents.

D. Dictionary

1. Definition of Dictionary

A dictionary serves as a reference book for people who are learning a language by studying its lexicon. This is based on three factors. First of all, the dictionary includes information on a wide variety of vocabularies. Second, the dictionary uses careful and accurate word definitions to

clearly convey important information. Third, the dictionary offers a variety of ways to write and pronounce words (Pratiwi & Setiawan, 2022).

Through the help of an efficient dictionary, foreign language learners can acquire vocabulary on their own. When learning a foreign language, students frequently consult a dictionary to understand word meanings, spelling and pronunciation rules, and sentence construction. Dictionaries help in the comprehension of words and the development of language ability (Siagian et al., 2024).

2. The Kind of Dictionary

There are various kinds of dictionaries. Pocket dictionaries, abbreviated dictionaries, and compact dictionaries are the three categories of dictionaries according to size (Siagian et al., 2024). According to Siagian et al., (2024) distinguish three categories of dictionaries—monolingual, bilingual, and multilingual dictionaries—based on the linguistic composition. Monolingual dictionaries, such as the Oxford Advanced Learner and the Great Dictionary of the Indonesian Language (KBBI), contain just one language. For L1 learners, monolingual dictionaries are created. English-Japanese, Indonesian-English, and vice versa are the two languages found in bilingual dictionaries. Three or more languages are included in multilingual dictionaries, such as Indonesian, English, and Japanese. Foreign language learners are the target audience for both bilingual and multilingual dictionaries.

E. Previous Studies

The first earlier study, "Improving the Vocabulary Mastery of Year Eleven Students Using Mind Mapping Method," was conducted by Akbar et al., (2024). This study examined how well Year 11 students' vocabulary mastery was enhanced by the Mind Map Technique. It was discovered that English teachers can improve their students' vocabulary by using the Mind Map Technique.

The study "Expanding English vocabulary using Google Lens: Insights from a real-time translation" was the second earlier study by Rahmawati, Haryani, Sulistyorini, et al., (2024). This study investigated how well Google Lens's real-time translation features could improve students' learning of English vocabulary. When compared to conventional learning approaches, Google Lens was found to dramatically increase vocabulary retention and comprehension.

The study "Improving Students' Vocabulary Mastery By Using Picture Media For 5th Grade Students Of SDN 2 Ngaru-Aru" is the third prior study by Widayanti et al., (2023). The purpose of this study is to enhance students' vocabulary mastery by using visual aids in English language instruction. The study found that using visual media to teach English vocabulary at the primary school level can be a successful approach.

The study "The impact of the application of probing prompting assisted by Google lens on student critical thinking on the concept of" is the fourth prior study by Yusfiana, (2024). The purpose of this study is to ascertain how

students' critical thinking abilities regarding biodiversity content are affected when probing prompting-based learning is implemented with the aid of Google Lens media. The findings demonstrated that students' critical thinking abilities had improved, with an average pretest score of 47 increasing to 81 on the posttest following instruction.