

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains about the definition of vocabulary, the component of vocabulary, the importance of vocabulary the important of Quizlet application in English Learning process and the previous study.

A. Definition of Vocabulary

In mastering English language, there are some skills which has to learn include speaking skill, listening skill, writing skill, and reading skill. But before learning all of them, the basic knowledge about vocabulary is more important. Vocabulary is the central component for acquisition of second language (L2) regardless of students' academic levels (Constantinescu, 2007 & Nakata, 2008),

Vocabulary is a list of words that known and used to communicate each other. Linse said that vocabulary is all words that known by individual. (Linse&Nunan, 2006) It means that vocabulary has function that important in the language every word has meaning that can help person to use grammar easily and give sentence with the meaning, so other person can understand what they mean.

Cameron (2001) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. The larger the students master vocabulary, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering reading and other skills. The success of the learner in learning a language depend on not only the size of vocabulary but also vocabulary building.

Wehmeier (2005) says vocabulary is defined as all the words in a particular language. Nation (2002) states, vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored (p. 267)

Furneaux (1999) explain that vocabulary learning is thus not to be left to look after itself. It receives greater attention in many textbooks and language programs for example, in their edited book discussing the nature of vocabulary, vocabulary acquisition, and vocabulary pedagogy.

Schmitt and McCarthy (1997) noted a number of books on vocabulary published in the end of 1980s, indicating the awakening of vocabulary teaching and research studies. Their book, claimed as presenting the state of the art in vocabulary studies (p. 1),

B. The Importance of Vocabulary

There are some opinion about the importance of vocabulary from some researchers. They are :

1. Schmitt (2000) says that “lexical knowledge is central to communicative competence and to the acquisition of a second language”/

2. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.

3. Nation (2001) explains that in English as a second language (ESL) and English as a foreign language (EFL) learning, vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

4. Rivers and Nunan (1991) argue that the acquisition of an adequate vocabulary is essential for successful second language use

because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

5. Wilkins (1972) states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say.... While without grammar very little can be

6. Maximo (2000) states many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language . Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”

7. schmitt (1999) says that vocabulary has traditionally been one of the language componts measured in language tests” (page, 189)

C. The Importance of Quizlet Application In English Learning

D. The Definition of Quizlet Application

E. The Advantages and Disadvantages of Using Quizlet Application

D. The Previous study

There are some study that had related with this research.

a. The Kind of Vocabulary

Brown (2000) stated, there are two kinds of vocabulary, as follow:

- a.** Active Vocabulary (Productive Vocabulary). Active Vocabulary is words which the students understand, can pronounce correctly and uses constructively in speaking and writing.

b. Passive Vocabulary (Receptive Vocabulary). Passive vocabulary is words that recognize when they occur in a context, but he cannot product correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. (Moferah, 2015)

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are use did context, but which they cannot produce.it is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive vocabulary

Productive vocabulary is words that the learners understand and can pronoun cecorrectly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the learners canproduce the words to express their thoughtst others.

Hastunar, Bharati and Sutopo (2014) says in learning a foreign language, vocabulary plays an important role to connect the four skills of speaking, listening reading and writing. Vocabulary is considered as a base to develop those four skills in learning English as a Foreign Language. (ika&Sutopo, 2018)

Vocabulary is a part of all Linguistic skill. Improving vocabulary will lead to success of a communicative competence. Fan state “vocabulary is the biggest part meaning of any language and it is the biggest problem for most learners”. (Yaqub, Saad, dkk, 2018) Therefore, obtaining adequate vocabulary is essential for students too be skilled and efficient in EFL.

c. The Importance of Vocabulary

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins in Thornburry summed up the importance of vocabulary learning. (Thornburry) Jordens states that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance, like telegrams, panic situations or times when emotions are very high. (Elyas&Alfaki, 2014) It means that when we are smart grammar but out vocabulary is little, that can be difficult for us to utter our meaning. We can say very little with grammar, but we can say anything with words.

Vocabulary is key to all the language skills like speaking, reading, writing and listening. Fijin state that in order to gain reasonable comprehension of a text and to be able to guess the meaning of unknown words from a context, learners need know least 95% the running words in input. Then wilkins state without vocabulary, nothing can be conveyed. (Halilah&Faizah, 2013) Fardhani say that vocabulary is important of language because words are tools of thought. Vocabulary is essential to success in language learning. Without vocabulary nothing that can understand or use language. (Zahro&Sudarsono, 2013)

It mean that when person has limited vocabulary never will can to speak, write, reading and listening. So learners must have many vocabulary to understand. Vocabulary learners that have limited vocabulary will produce limited comprehension in the text.

Communication may not beinterrupted although we lack grammatical structure. on the coutry, if vocabulary is limited, there is no successful communication. (Nguyen) Therefore vocabulary is important In language because communication will success not only using grammar but vocabulary also.

d. Teaching vocabulary

Teaching and learning vocabulary must be appropriate into the broader framework of a language course. Nunan state, one way to make sure that there is a balanced ranged of learning opportunities is to see a language course. There are four kinds of aspects of a language course, but it will only look at vocabulary learning. (Nunan, 2003) It means that vocabulary is can improving all of skills in language like a reading, listening, speaking, and writing.

To introduce students about vocabularies, teacher can choose the relevant topic to be studied. Allen states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context example; use the word in their speaking and writing: connect the word to their own lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning; and generate effective contexts to help others understand the word. (Sondang, 2016)

1. E –Learning

a. Definitation of E – Learning

Learning activities that were previously done by the face to method in the classroom swtched to the online learning system (Allo, 2020). The develop of the world of information technology has increased since the advents of internet increased since the advent of internet network around the world. Internet provides various conveniences as a medium of communication and a source of information that can be accessed more widely than conventional media. The internet also encourages the emergence of various technologies that facilitate work in various areas of life.

One technology in education that is triggered by the presence of the internet is E – Learning Technology

(Solichin&Munandar, 2018), E- Learning is learning system which is based on formal teaching but with the help of electronic resources. E – Learning also referred to as online learning or electronic learning, is the acquisition of knowledge that occurs through technology and electronic media. Teaching can take place in or outside that classroom, the use of computer and the internet is major component of E – Learning. It also be referred to as network that enables the transfer of skills and knowledge, and the delivery of education is carried out to a large number of recipients at the same or different times.

However, with the rapid progress in technology and the advancement of the learning system, it is now being embraced by the era. E –Learning has recently become an integral component of modern education system (Khan, 2016). The introduction of computers is the basis of the revolution and with passage of time, as we connect with smartphones, table, etc. These devices now have an important place in the classroom for learning, books are gradually being replaced by electronic educational materials such as optional discs, knowledge can also be shared via the internet, which can be accessed anywhere and anytime. The learning system that uses the internet is a learning system commonly as E – Learning or electronic learning.

Therefore, it can conclude from the definition above that E – learning is a division system using the internet network. This learning can be accessed anytime and anywhere E- Learning also can be solution learning system without having to do face to face directly.

b. Types of E- Learning

There are any two categories of E –Learning, Synchronous E –Learning and Asynchronous E – Learning. The term

synchronous means that everyone involved in an activity must perform their parts at the same time (Horton, 2006). Synchronous E –Learning is learning when learners and instructor interact with each other in real time, from different location. In this learning they share and receive learning resources via smartphone, video conferencing, and internet or chat. In this type of learning the participants can share their ideas during the session and interact with each other and they get detailed questions and solutions.

Second Asynchronous E- Learning is when students complete independent online training. Activities are ones that participants can experience whenever they want (Horton, 2006). In this case, the students and teacher are not online at the same time. In this types of learning students and teachers cannot be online in the same time. This learning can use learn anytime, download, documents, and chat with the teacher.

Therefore, it can conclude from above that any two types of E – Learning first Synchronous E-Learning is learning when learners and instructor interact with each other in real time, from different locations. Asynchronous E –Learning is when students complete independent online training complete independent online training.

2. An Overview of Quizlet

a. Definition of Quizlet Application

Quizlet is one of the language learning tools that can be accessed from the internet. It is designed as a place where everyone can share knowledge in any level, at any subject and gain confidence as a learner (Quizlet, 2019). On the other hand, (Blackwell&Kane, 2014) state that Quizlet as a free application or website to help students learn a concept or study vocabulary.

Quizlet is designed to feel like a game and scientifically proven to be effective. Quizlet has developed a computer adaptive test of study concept or English competency for students. Quizlet also developed in smartphone as an educational application.

b. History of Quizlet

Quizlet is an online learning tool developed by a high school student in California named Andrew Sutherland. The idea of developing this device came from his personal experience when asked to remember 111 names of animals by French teachers. The presence Quizlet is actually not new because the device was originally designed in 2005, then released to the public in January 2007 in the form of a website. Furthermore, in August 2012 Quizlet was released in the form of a mobile application for iOS which was followed a year later for Android applications in August 2013 (Eric Kunto, 2015).

c. Quizlet Application in Teaching Vocabulary Mastery

Sumardiyani and Sakhiyya (2007: 47) state that failure or success of teaching-learning process depends on several factors; one of them is media that is used by the teacher. Media is a means of communication to help to transfer the material in teaching, and then it can be understood easier and staying longer in memory retention.

Quizlet provides some interesting features as media of language learning. There are two basic features of Quizlet, role as a teacher (Quizlet for the classroom) and as a learner. There are eight features that can be used in the class. They are Flashcards, Learn (Pelajari), Write (Tulis), Spell (Pengeja), Test (Tes), Match (Mencocokkan), Gravity (Gravitasi), and Quizlet live. The features of Gravity (Gravitasi) and Quizlet Live only can be opened by computer or PC.

Gravity (Gravitasi) is a model that requires students to type terms when the definition or the meaning of vocabulary goes from the top to the bottom of the screen. Students required typing the correct answer before the definition arrives at the end of the screen. Then, Quizlet Live is the feature that can make groups of students and then the groups can compete in doing a test. The groups can answer the questions with a smartphone and the teacher use the computer to show the score. The highest score will be displayed directly on the computer screen or projector screen. Quizlet Live just could access only from desktop web-based by teacher.



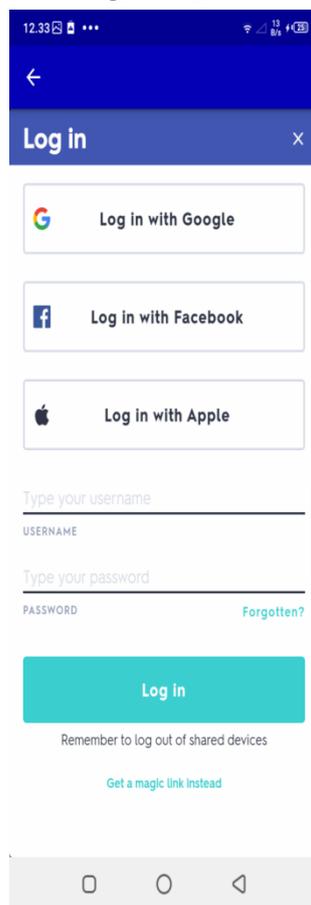
(Quizlet Accessed from Website on the Computer Screen)

Using this site, the teacher can create a class and share the classroom code or invite students with a link, it makes the students can using Quizlet Live feature. When the teacher creates a classroom with Quizlet account, the teacher can be able to track other Quizlet accounts, following their language learning progress and assign tasks for groups of Quizlet users (classroom). When the student joins and gives permission for the teacher to track them, the

teacher can be able to see all students side by side. The teacher can see activity details (when student practiced, how many points they earned, how long their practice streak), as long as their name and email address associated with the account.

The students can access Quizlet from a website or downloading this application on their mobile device. In this case, the researcher has installed the application on a mobile device through Play Store and there are some features everyone can access:

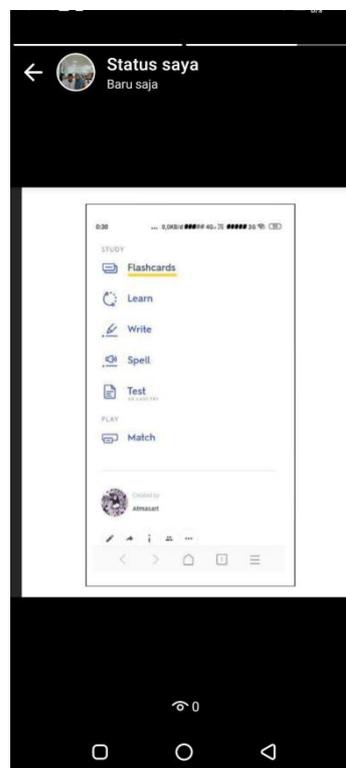
1. First Page of Quizlet



(Login Page of Quizlet)

Would appear when the user installed the application from Play Store (Android platform) or App Store (iOS platform). The student needs to connect the internet to run this application. Firstly, the student could sign up with Google account or Facebook to keep their progress. Then the student can create a study set and it gives a choice to start using Quizlet. It is the first time to learn vocabulary or already start for the exam placement.

2. Home Page of Quizlet



(Home Page of Quizlet Android Application)

According to the picture there are several features that the student can use:

- a) Flashcards are the basic study tool that modes similar to conventional flashcards made of paper. In it, the students can show each vocabulary card consisting of existing terms. The students can reverse the vocabulary card by touching the screen to see the definition of the term.

- b) Learn (Pelajari) allows the students to type terms from the definition displayed. Then, after typing the answer, the students can find out whether the answer is correct or wrong. The score can identify automatically. It is designed to help students learn vocabulary by retrieving the L1/L2 equivalent and typing the correct answer.
- c) Write (Tulis) allows students to write definitions/vocabulary about what learned.
- d) Spell (Pengeja) is designed to help students practice the spelling of vocabulary. When the term is misspelled, the system corrects the students by spelling it aloud along with an animation of necessary changes.
- e) Test (Tes) allows students to take tests by affixing answers. It has four methods are available (writing answers, match, multiple-choice, and true/false) that can select in this test. Interestingly, students can print the test.
- f) Match (Mencocokkan), gives students the opportunity to teach or practice the meaning of vocabulary by dragging terms and then stacking them to the correct meaning. The correct pair can disappear. Finally, the students are asked to clear the screen with the fastest time possible.

d. Strengths and Weaknesses of Quizlet

According to Blackwell and Kane (2014: 12) there are strengths and weaknesses of Quizlet as follows:

- 1) Strengths of Quizlet
 - a) The application is free, simple, and informative lessons.
 - b) Learning is based around subjects.
 - c) Can be accessed on various electronic devices like PC or mobile phone. The student can keep a detailed record of progress.
 - d) Can set daily goals for motivation.
 - e) Virtual shop with rewards for progress.
 - f) Courses offered and taught in multiple languages.
- 2) Weaknesses of Quizlet
 - a) Requires internet access.

- b) Not much about culture is taught.
- c) Quizlet's class as a teacher only can be accessed with web address not available at menus' in Quizlet Application.

B. Review of Previous Research

The first, taken by Julie Marie Vargas (2011), the researcher takes a point of view of Quizlet could be used to make an easy and better understanding of the learning process. In this paper using Quizlet focused on reading students disabilities. The research revealed that technology might be the answer to providing a solution for students' disabilities who have difficulties. It has some difference with the writer's research. The difference, it has a technique in improving the students' vocabulary mastery taught Quizlet Application, the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at Islamic senior high school.

The second is Ismailova, Gleason, Provotorova, and Matukhin (2017) with them study concern on the using Quizlet Application in the language teaching-learning process for speaking skill at students of Engineering and medical Departments in Accelerated Russian as a Foreign Language (RFL) Teaching and Learning. They concluded that the teaching speaking use Quizlet Application is successful. This study proved that there is a positive correlation between using Quizlet Application with their speaking ability.

The third is Lander (2016) explored opinions about Quizlet Application after using it a period of 9 months of 830 low-level students in an introductory Test Of English for International Communication (TOEIC) course at a university in Japan. The location in this research is the inside and outside classrooms. The result indicated that the students have shown a resounding approval of using Quizlet Application for learning vocabulary. It has some similarities and difference with the writer's research. The similarities, it has a technique in improving the students' vocabulary mastery taught Quizlet Application. The

differences are the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at junior high school.

The fourth is Dizon (2016) examined the efficacy of Quizlet Application in developing L2 English vocabulary by 9 university students. After examining the assigned vocabulary list for 10 weeks by using Quizlet Application, the post-test result showed considerable gains by the subjects compared to the result of the pre-test. The researcher acknowledged that Quizlet Application can significantly to improve academic vocabulary acquisition. It has some similarities and difference with the writer's research. The similarities, it has a technique in improving the students' vocabulary mastery taught Quizlet Application. The differences are the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at junior high school.

Another research regarding the implementation of Quizlet Application was carried out (Kose, Cimen,&Mede, 2016). They were concerned with the perception towards Quizlet of Turkish EFL learners enrolled in a preparatory program at a private university in Istanbul, Turkey. Then observed and interviewed 43 students who used Quizlet as a vocabulary learning tool for four weeks. The result showed that most of the students considered Quizlet effective especially in learning synonyms, definitions, and pronunciation.

C. Hypothesis

1. The null hypothesis (H₀) indicates no significant of the effectiveness in using the three basic English tenses through grammar translation method for tenth grade of MAN 1 KOTA KEDIRI.

2. The alternative hypothesis (H_a) indicates a significant of the effectiveness in using the three basic English tenses through grammar translation method for tenth grade of MAN 1 KOTA KEDIRI.