

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses vocabulary mastery, types of vocabulary, various of vocabulary, teaching vocabulary, learning vocabulary, technology as media of learning vocabulary, U-Dictionary, descriptive text, , concept of “*U-Dictionary*” application and previous study.

A. Vocabulary Mastery

Mastering a vocabulary is a gradual process. To achieve high vocabulary mastery, one must follow the steps below. It can be characterized as having a working knowledge of a language's words. The ability of learners to produce and understand words in their daily lives indicates their vocabulary competence.

Cameron (2001: 74) claimed that learning words are not yet complete. To master vocabulary, you must learn new words, understand their meanings, and expand your vocabulary. The terms' pronunciation, meaning, spelling, usage, and part of speech are all included in the learning. She goes on to say that learning words are a cycle that starts with meeting new terms and initial learning, then repeats the process, each time expanding knowledge of what the words mean and how they're employed in the foreign language. This means that every time learners come across those familiar words, their knowledge of the language improves.

Vocabulary mastery, on the other hand, refers to the kind of words that students must learn. According to Nation (2001) "The most important group of terms is the language's high-frequency words". These terms pop up all over the

place in all kinds of contexts. They are needed in both formal and informal contexts. One of the requirements for learning a language is the mastery of vocabulary. Mastering vocabulary can aid students in understanding the lesson in the English teaching-learning process.

B. Various of Vocabulary

The vocabulary consists of four parts:

a. Noun

Nouns are words that are used to name persons, animals, locations, or concepts. They can also be actions (Marsudi & Darsono 2010). A noun can be used as a subject, direct object, indirect object, complimentary subject, or adverb in a sentence. A countable noun is a type of noun that has a singular and plural form and can be used with a number or an a/an before it. For instance, a car, a cup, or a bicycle. Uncountable Noun: A noun that cannot be counted. Hair and milk are two examples. The third is a compound noun, which is made up of two or more words. Consider the example of a credit card. The fourth type is the Concrete Noun, which is a noun with a physical shape.

A Proper Noun is a type of concrete noun similar to the first. (nouns that begin with capital letters and are a person's or place's name.) The second is Common Noun (common nouns) (example: Anggi, Australia). The next type of noun is Material Noun (nouns obtained from mining or other raw materials, for example, bag, automobile, chair). Gold, cotton, and oil are just a few examples. The last category is Collective Nouns (nouns that take the shape of a group or group). For instance, army, crew, and team). The last type of noun is Abstract

Noun, which is a noun that does not have a physical form. For instance, consider the terms "knowledge," "agreement," and "friendship."

b. Verbs

According to Marsudi & Darsono (2010), verbs are words that can be used by subjects to create the basis of action sentences. There are several types of verbs: the first is the Ordinary Verb, which is also known as the main verb of the original verb. This verb must appear in a sentence and must follow the auxiliary verb or come to the conclusion of the verbs. Bring, make, drink, write, and so on. Auxiliary Verb is the second.

Auxiliary verb, this verb isn't required to be in a phrase and comes before the regular verb. Ordinary auxiliary, which is the original auxiliary verb with no dictionary definition, is one type of auxiliary verb. Am, are, is, was, were, and have all been used as examples. The second is modal auxiliary, which is an auxiliary verb with a dictionary definition. Will, shall, and can are some examples. The third is the auxiliary verb emphasize, which is an auxiliary verb with an affirmative meaning. The meaning of this verb is the same as the word really. As an example, the verbs "do" and "dos" are The third type of verb is the linking verb, which connects the subject to its complement. To be: is, am, are, were, be, and have been. (become, turn, get, grow) means to be, (continue, stay, keep) means to be consistent, (see, seem, appear) means to be visible, and so on.

The next type of verb is an action verb, which states that the subject is doing an action or that something is happening. Then there's the Stative Verb, which is used to depict conditions that don't change or don't tend to change. The

sixth category is Regular Verbs, which includes regular verbs as well as past tense and past participle irregular verbs. Arrive, live, and assist, for example. Irregular Verb is the seventh. Regular verbs are those in which the suffix -ed or -d is added to the base form to obtain the bulk of the past tense (verb-2) and past participle (verb-3) forms (the root form of the verb). Come, meet, and run, for example. After that, there is The term "transitive verb" refers to verbs that need the presence of an object. Sentences will be incomplete without objects. last but not least is Intransitive Verbs that do not require an object are known as non-objective verbs. Come, go, sleep, and so forth.

c. Adjectives

Adjectives are descriptive, identifying, or measuring words that are used to explain nouns (Marsudi & Darsono 2010). The descriptors are as follows: an adjective that describes the quality of the noun being discussed is known as a descriptive adjective. good, bad, intelligent, and happy are some examples. The second is a demonstrative adjective is a type of adjective that indicates an object. This, that, these, and those are some examples. The third point is possessive adjective is a useful adjective for indicating ownership of something. My, your, and their are some examples. The following is an adjective that describes the attributes of divided items is called a distributive adjective. For instance, each, every, either, and neither. After that, a quantitative adjective is one that describes the number of objects in existence. Some, any, no, and many are examples. The final one is what, which, and whose are examples of interrogative adjectives that are used to ask for an item.

d. Adverb

Adjectives, according to Marsudi & Darsono (2010), are words that are widely employed to describe verbs, adjectives, or other adverbs. The first variation of adverb is adverbs of manner, which explains how or in what way an activity is carried out. The example is: quickly, fluently, comfortable. The next is adverbs of frequency, which is used to explain how often an activity is carried out. For example like always, usually, often, seldom. the third is adverbs of degree, which explains how much, to what extent, or at what level something happened. For example like very, so, enough, too. the fourth is adverbs of time, which is a word that refers to when something happens or is located. For example like now, today, yesterday, tomorrow. The fifth is adverbs of place. This is used to explain the place. For example: here, there, everywhere. The sixth is interrogative adverbs, which is used in a word question. For example like when, what, where. The next is relative adverbs, which are used to describe nouns that have been mentioned previously. For example: when, why. The last is sentence adverbs, this is usually in front of the sentence or clause they describe. For example: surely, unfortunately.

C. Teaching Vocabulary

Teaching vocabulary is not easy to do. Some individuals believe that teaching vocabulary is a waste of time because the number of words available is limitless. The English instructor should focus on teaching English vocabulary first, before moving on to grammar, speaking, reading, and writing. It will be

easier for kids to acquire another component of the English language if they have a larger vocabulary.

There are various rules for teachers to follow when teaching language, according to Nation (2001). The first is high-frequency words should be taught to the students because they are important enough to deserve time in class. The second is academic words should be taught to the learners with academic purpose. The third is technical words are only learned while the students are studying the content matter of certain subjects. And then the last is low-frequency words may be taught after the students have good control of the high-frequency, academic, and technical words. It is a waste of time for the teacher to devote so much attention to low-frequency words. However, the teacher may provide students with a learning technique. For example, guessing meaning from context, learning from word cards, using word pieces, and using a dictionary are all options.

Harmer (2001), explains about some techniques for teaching vocabulary that is summarized as follows: The first is demonstration, in which the teacher shows the students how to study the language by demonstrating it in action. The second is explanation, in which the teacher uses a diagram, a textbook, a board, or an OHP to explain the construction of language. And the last is discovery, the students can be encouraged to understand new language forms by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule, like check question, the teacher can check questions to see if students have understood the meaning and use in the text or paragraph. The last is presentation. The teacher displays the item rather than presenting words to the

students, such as photos, video, and mime, action, and gesture to communicate the words.

D. Learning Vocabulary

Learning a language not only helps students prepare for exams but also teaches them how to utilize the language from someone who has actively taught it, whether orally or in writing. Experts have provided numerous definitions of the goal of learning vocabulary.

Learning words is a process that is far from complete Cameron (2001). Learning vocabulary includes learning new words, as well as their pronunciation, spelling, part of speech, meaning, and also the use of those words. She also stated that acquiring vocabulary is a cyclical process that involves first meeting new words and learning them, then meeting those words, again and again, each time expanding understanding of the meanings of the words and how they are employed in the foreign language. It means that every time the students come across certain words, they are indirectly increasing their vocabulary.

Nation (2008) stated, "Vocabulary development cannot be left to its own devices.". This should be well prepared. He describes how to maximize vocabulary learning from the communicative tasks as presented below. The first is to make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input. The second is to design the task so that the written input needs to be used. The third is to get each learner in the group actively involved. The fourth is to ensure that the vocabulary is used in ways that

encourage learning. And then the last is to make an observation checklist for monitoring the activity, and if possible, use it.

E. Technology as Media of Learning Vocabulary

In the teaching and learning process, media is an important aspect of the approach. The usage of proper media can help students study more effectively. The choice of media is used to aid learning and can create a new learning environment. The media is a powerful source, and the advantage of learning new words, such as using computers or other types of media that may be utilized in learning foreign languages and are considered as opportunities to enhance vocabulary, is to do so without expending all of your energy.

The basic concept of language learning media is a physical instrument that includes both software and software obtained from a learning source, as well as a learning method that is utilized as a learning tool to achieve the language learning aim. Because we live in a modern era where everything has technology, students may find it easier to learn vocabulary through technology. The use of technology as a vocabulary learning approach will improve the learning environment.

F. U-Dictionary

As cited by Wulandari & Handayani (2019) the definition of U-Dictionary taken from the company where this digital dictionary application was made, U-Dictionary is one the offline dictionaries that can be downloaded from an android or smartphone in play store. It is a small program that allows you to translate more than 30 languages without using the internet. Everyone can use U-Dictionary to not only translate words and brief sentences, but also to practice their language

skills in any language. Everyone can immediately access short quizzes and micro games to practice any language desired from the main menu. U-Dictionary can be used to look up definitions via Collins Dictionary or Wikipedia in addition to translating words or texts. Even if the Android smartphone does not have an Internet connection, anyone can listen to the pronunciation. The activities and assessments are very beneficial for developing your fluency in any language, especially English.

Meanwhile, as cited by Dash (2017) the definition of digital dictionary taken from Nesi (2009) is a computer-controlled linguistic reference device. A digital dictionary typically includes additional memory cards for database storage, processing, enlargement, and presentation. Despite the fact that it only contains information in one language, a bilingual digital dictionary can be geared toward a need to provide translational equivalents for words and terms for both machine and manual translation. Publishing houses frequently produce bilingual and multilingual digital dictionaries for general commercial objectives. A simple digital dictionary in this situation would have many dictionaries within one frame, with a provision for 'jump function' and 'skip search', allowing dictionary users to travel between dictionaries while looking for terms in different languages.

Animations, voice output, manual entry, language learning programs, audio support, and video playback facilities, among other features, are included in the digital dictionary. With so many characteristics, it transforms into a fantastic language tool and provides a new platform for language learning to a whole new

generation. Various kinds of digital dictionaries exist in this era, for example, such as U-Dictionary, my dictionary, hello English, and others.

G. Descriptive Text

Kane & Thomas (2000) states the sensory sensation of something's appearance, sound, and taste is described. The most common application of description is for visual perception, but it can also be applied for other forms of perception. While Gerrot, Linda & Wignell (1995) stated the term "descriptive text" refers to text that is used to describe a certain person, place, or item. To summarize, descriptive text is a text that uses visual experience to explain a person, place, or thing. It's used to create mental images of people, places, and even time (days and seasons). It can also refer to a person's physical appearance. It has the potential to provide details about their personality and character traits. The social role of a descriptive text is to characterize a specific person, place, or thing.

The generic structure of descriptive writing, according to (Gerrot, Linda, Wignell, 1995), is as follows: Identification, which identifies the phenomenon to be described, and Description, which describes components, traits, or attributes of something or someone in depth.

According to (Knapp, Peter, Megan, 2005), descriptive writing has several grammatical characteristics, namely: the present tense is commonly used in descriptive texts, although the present tense can be used in literary descriptions, the past tense tends to predominate when classifying and characterizing the appearance/qualities and parts/function of phenomena, relational verbs are utilized, when describing behaviors or users, action verbs are employed, in literary

descriptions, mental verbs are used to describe feelings, adjectives are used to supplement nouns with additional information, they can be technical, every day, or literal, depending on the context, and personal and literary description are both

Table 3.1
The Example of Descriptive Text

THE PANDA	
Identification	<p>The panda is a large-sized creature that is popular among many people. This is due to Panda's attractive body shape and mannerisms. This animal's huge size and the combination of black and white hues on its body are two of its most distinguishing features. The panda, a bear-like animal endemic to China, is a member of the bear family.</p>
Description	<p>The panda's body shape is quite similar to that of the bear, both in terms of posture and other bodily traits. It's just that you have different color preferences. Pandas have thick fur that comes in two colors: white and black. The panda's fur is primarily white, with black patches in some areas. Around the eyes of pandas, there are usually patches of black fur.</p> <p>Panda also has a short tail that looks around, making it much more amusing when observed. Pandas range in size from 1.2 to 1.5 meters in length. And they weigh between 75 and 135 kilograms. Pandas use bamboo as their primary source of nutrition because it is used in their diet. They may consume up to 40 kg of bamboo per day. Because the panda is an omnivore who eats a wide variety of foods.</p> <p>Unfortunately, this adorable creature can only be found in a few zoos. Pandas are protected animals because they are nearly extinct in areas where the population does not exceed 1000 heads.</p>

H. Concept Of “*U-Dictionary*” Application

U-Dictionary is released on March 24th, 2016, offered by Youdao, Hongkong. U-Dictionary has been downloaded by more than 50 million people worldwide in 2019. Everyone can use U-Dictionary to not only translate words and brief sentences, but also to practice their language skills in any language. Everyone can immediately access short quizzes and micro games to practice any language desired from the main menu. U-Dictionary may be used to check up definitions via Collins Dictionary or Wikipedia in addition to translating words or texts. Even if the Android smartphone does not have an Internet connection, anyone can listen to the pronunciation. The activities and assessments are very beneficial for developing your fluency in any language, especially English.

A U-Dictionary app is companion software that is designed to help you learn English. This application has created a basic and easy-to-understand strategy for acquiring English vocabulary. There are additional drawings produced expressly to depict activities that are appropriate for unknown words, in addition to straight forward translations. Your English vocabulary will continue to develop as you learn to utilize our program. U-Dictionary Features (see appendix).

For an explanation of the features in the u-dictionary, for example, as in Figure 2.2, it is the English to Indonesian translation feature or vice versa. then next in pictures 2.3 and 2.4 it is the "pojok inggris" feature then there is also a "permainan kata" feature such as word fishing and synonyms game then the bottom picture is a quiz feature that is always updated every day (see appendix).

There are also other features of the "U-Dictionary" application which is a Digital Dictionary. When students are too lazy to search up the definition of a word in a dictionary book, there is a digital dictionary of 10,000 terms that students can read on their cellphones instead of reading a dictionary book.

I. Previous Study

There are several previous findings of some researchers that are relevant to this topic. First, Wulandari & Handayani (2019) which aims to increase students' vocabulary with the u-dictionary application with a classroom action research design discusses the use of U-Dictionary as a learning medium to increase students' vocabulary in teaching speaking. U-Dictionary is an offline English dictionary that can be downloaded by every student in every class. Can be found in the play store, one of the applications on the android phone. Easy to use either to increase vocabulary or to improve the ability to pronounce English words because the U-Dictionary not only gives the meaning of a word but also provides the spelling of a word.

A similar study was conducted by Santosa & Andriyadi (2019) which aims to improve students' vocabulary mastery using my dictionary with a quasi-experimental design. The purpose of this study was to determine the results of increasing students' vocabulary mastery by using the My Dictionary Application. The results showed that teaching vocabulary by using the My Dictionary Application significantly increased students' vocabulary. From these data, it is explained that the use of my dictionary application affects students' vocabulary mastery.

The third previous study came from Fajriani (2020) which aimed to enrich students' vocabulary with digital dictionaries such as the Hello English application with Experimental Design. This study aims to determine the use of the Hello English application to enrich students' English vocabulary. The researcher applied the pre-experimental method with a one-group pre-test and post-test design and collected data based on the test. The results showed that the results of the pre-test scores of second graders increased significantly after being taught using the Hello English application.

Based on the previous related research above, the researcher shows that the digital dictionary like the u-dictionary application can be used as a medium for teaching English subjects. In particular, recent research shows that digital dictionary like "U-Dictionary" has a positive impact on increasing students' scores in learning English.