CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of the literature. It discusses the definition of vocabulary, vocabulary mastery, classification of vocabulary, the strategy of teaching vocabulary, the concept of learning vocabulary, descriptive text, branch word, and previous study.

A. Vocabulary

1. Definition of Vocabulary

In learning a new language, we must know the vocabulary, especially in English. Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write (Renandya& Richards, 2002). According to (Hatch & Brown, 1995), vocabulary refers to a list or collection of words for a particular language or a list or collection of words that speakers of a particular language may use. They also state that vocabulary is the only system involved in alphabetical order. The knowledge of words is the meaning of vocabulary, the definition from (Heibert& Kamil, 1995). In mastering a second language (L2), the center is vocabulary. Without words to express a broader meaning, communication in L2 cannot occur in a meaningful way (Schmitt & Mc Carthy, 1997). By the broad vocabulary and strategies for acquiring new vocabulary, learners can achieve their potential and courage in using the language of native in different contexts, reading or watching television. Based on these statements, it can be concluded that a list of words as a basic component of language skills that has origin or expression and contains aspects,

namely meaning, word use, form (pronunciation and spelling) is called vocabulary.

2. Vocabulary Mastery

The four macro skills are built on a foundation of vocabulary mastery (Listening, Speaking, Reading, and Writing). It is easier for children to interact with others when they have a large vocabulary. To put it another way, vocabulary is the foundation of your ability to think and communicate with others(Robinson, 2001). EFL teachers should be conscious of their students' abilities to comprehend word usage as they learn a foreign language; as a result, when they introduce new words to their students, they must first explain and define the words. As a result, when teachers employ words to teach a foreign language, students are able to understand it(Purnamasari, Katemba, Panjaitan, 2018).According to(Erkaya & Drower, 2012), mastering vocabulary is one of the most important aspects of learning a language. It means that knowing vocabulary is critical to learning English.(Lia, Michelle, 2010) emphasized the importance of vocabulary in reading comprehension. It means that teachers must be able to develop an effective reading strategy in order to assist their pupils in learning and acquiring vocabulary through reading. It will be easier for students to understand what they have read if they can master English vocabulary.

3. Classification of Vocabulary

According to (Folse, 2008), vocabulary can be classified based on its function, which is referred to as part of speech, and includes nouns, pronouns,

2

verbs, and adjectives. The next sections will go over the different types of language that were employed in this study. Noun, the word noun is one of the open words. It comprises huge words that, when employed in a sentence, have a lot of meaning. There are three types of nouns: common nouns, proper nouns, concrete nouns, abstract nouns, and collective nouns. Pronouns are terms that are used in place of nouns to refer to individuals or things without having to say their names again.Subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns are the four types.Verb According to(William, 2005), verbs are the words we employ to describe an activity or a stage of being. Verbs are used to express actions, events, process activities, and so on. At least one verb must be present in a complete sentence. Adjective,   According to(Seaton, 2007), an adjective is a word that characterizes or provides additional information about a noun or pronoun. Proper adjectives, quantitative adjectives, and descriptive adjectives are the three sorts of adjectives based on their meaning.

The term proposal has two meanings. The first is oral vocabulary, which is a collection of words for which we know the meanings when we speak or read aloud. Second, print vocabulary is made up of words that have been printed.When we write or read silently, we can deduce meaning. They also define what it means to know.Words can also be found in at least two other forms: a useful vocabulary, A person's productive vocabulary is a group of words that they can employ in a variety of situations.Whether you're writing or speaking They are well-known, well-known, and well-used words often. Second, Vocabulary for receptive or recognition. When listening or reading, an individual's receptive or recognition vocabulary is the collection of words for which he or she can assign meanings.

3

These are wordsthose kids are less familiar with and use less frequently. Individuals may be able to give some type of meaning to them, even if they are unaware of the distinction's full nuances. These are often words that people do not use on a regular basis. Individuals, on the other hand, recognize these words, albeit inadequately, when they come across them (Rohmatillah, 2010).

B. Strategy of Teaching Vocabulary

Vocabulary is extremely important when learning a language. Without it, the students are unable to communicate with others. The breadth of a student's vocabulary influences the quality of his or her language. According to recent research, vocabulary teaching may have issues because many teachers are unsure of how to teach vocabulary and sometimes do not know where to begin to form an instructional emphasis on word learning (Berne& Blachowicz, 2008). Teaching vocabulary is one of the most debated aspects of teaching English as a foreign language. A problem will arise when the teacher conducts the teaching-learning. Their issue is figuring out how to teach students to achieve satisfactory results. Teaching vocabulary is something new and different from the mother tongue that must be considered by the teacher. They should also note that teaching English to young learners is different from that of adults. Teachers must prepare themselves well and know the right method, which will be applied to students. A good teacher must prepare himself with various methods and be up-to-date with sophisticated technology. Being creative and able to master the material must be owned by a teacher to can be understood by students and make them interested. Teachers must know the characteristics of their students. They must prepare good methods and appropriate materials to achieve the expected language teaching targets (Alpino,

2017). Based on the explanation above, it can be said that the English teacher must have and use the right strategy and method to improve students' understanding and encourage them to learn vocabulary maximally. There are several strategies that teachers can do when teaching English, such as: consider yourself in the shoes of your students, make direct vocabulary instruction enjoyable and interesting for your students, the importance of indirect vocabulary education cannot be overstated, and make good vocabulary practices. Besides that, there is a method that teachers can use to increase students' vocabulary, namely the branch word method.

C. Concept of Learning Vocabulary

Learning is a process that leads to a change, which occurs as a result of increasing potential and experience to improve performance and future learning. This means that learning is a process that leads us to the next level of learning, this is due to the impression and improvement of the skills that must be learned. Learning is also a guide for students to proceed to the next step or level. In learning English students must be able to understand the words used because by understanding the vocabulary of the target language it will be easier for them to get an idea of what they have learned. Based on the theories above, it can be concluded that learning vocabulary is very important. By learning vocabulary students can help in many ways their reading and writing skills will improve as they learn new words and the more words they know, the better their chances of doing well on vocabulary problems in school (Syakir, 2019).
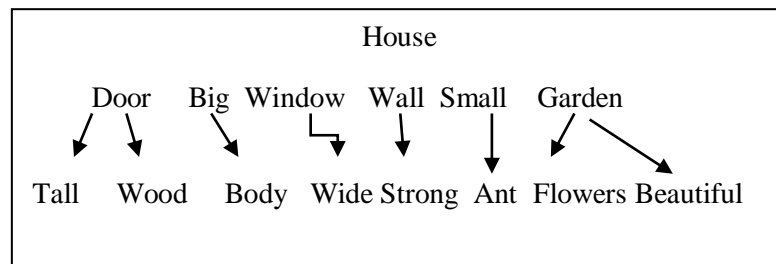
D. Branch Word

According to Gede (2013) as cited by (Hidayati, 2015) a Branch word is a development technique word, wherein one word we can find other words related to that keyword. This can make it easier to remember vocabulary. The method means a way of learning vocabulary, where new words are associated with familiar words using word association here means that some several words or vocabularies have close meanings or are related to each other. It is important to use various methods or techniques as well as fun ways to help children (Williams &Hannam, 2009). How to practice the method is also easy, we only need to provide 1 keyword, which is then developed by looking for other words related to that keyword.Based on research conducted by (Gede, 2013), first, the teacher prepares the material and explains the main topic. Then the teacher distributes the material and informs about the descriptive text especially the topic is it's to be and adjective and asking for and giving information and the students read and study the material. For example,there is a descriptive text such below

> Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can't see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good dog, and we love him so much. (Buku PR Bahasa Inggris kelas 7 semester 2 Intan Pariwara, 2019)

from the text, the teacher can choose 1 word as the key in the branch word method. For example, the teacher chooses the word "house", so from that word students are asked to look for other words related to the word, such as door,

window, wall, tile, garden, yard and others. The vocabulary searched can vary, including nouns, adjectives or adverbs, the most important of which are still related to keywords. Indirectly, by using this method, students become active to look for related words and also the meaning of each word. New words that have been found are written in the form of word branches. For pictures can be seen below:

```
                          House

        Door   Big Window  Wall  Small  Garden

      Tall   Wood   Body  Wide Strong  Ant  Flowers Beautiful
```

Then, Students are asked to write new words above in their books. The students read their words one by one with good pronunciation. The teacher corrected the student's pronunciation. Students can turn to the dictionary to find their meaning. Then read the new words one by one. They can understand and read all new words. At the end of the lesson, the teacher asked the students to memorize effectively (Hidayati, 2015).

E. Previous Study

To avoid the same title used in the research than the writer shows the relevance to this thesis conducted by other researchers in which they are relevant to our research itself to make the thesis arrangement easier:

First, the research was conducted by (Hidayati, 2018)entitled Increasing Students' Vocabulary of VII Grade at SMPN 3 Tolitoli Through Word Tree Branch. This research used a quantitative research method and experimental

design by using pre-test and post-test. The sample of this study is two classes in grade VII of SMPN 3 Tolitoli.

Based on the result of the data analysis, the researcher would like to conclude that word tree branch was one of the techniques could be applied to increased the students' vocabulary. It was proved by the research that had been done at SMP N 3 Tolitoli. There was significance difference between the result of pretest and posttest, where the mean score of posttest was 62.60. It was higher than the mean score of pretest that was 51.47. It also could be seen from the t-test, the result was 2.045 < 7.377. It is caused by the application of word tree branch as long the treatment time. Finally, the researcher could draw a conclusion that the students' vocabulary in descriptive text of grade VII at SMP N 3 Tolitoli in academic year 2015/2016 could be increased by using word tree branch.

Second, the research was conducted by (Purnamasari, Katemba, Panjaitan, 2018)entitled A Comparison between Word Tree Branch Method and Interactive Word Wall to Improve Student's Vocabulary. This research used a quantitative research method and comparative design by using pre-test and post-test. The sample of this study is two classes in grade VIII of SMPN 1 Parongpong, Bandung. They were divided into two classes, grade VIII H experienced Interactive word Wall, and grade VIII J experienced Word Tree Branch. The instrument used for this study is a vocabulary test, which contains 40 questions. The researcher used statistical in analyzing the data. This research will be done by computing the data using several statistical calculations through the SPSS 16 program.

From the result of data analysis on the pre-test and post-test, the researcher concluded that there is no significant difference between those who were taught through WTB and those who were taught IWW. From the WTB group on the pre-test, it was 42.42 with a standard deviation of 9.65 and the post-test was 82.90 with a standard deviation of 8.75, based on the WTB data showed that the gain for mean was 0.6983 with a standard deviation of 0.154. IWW pre-test 59.57 with standard deviation 9.35 and the post-test 88.42 with standard deviation 7.973, based on the IWW data showed that the gain for mean 0.7030 with standard deviation 0.223.