CHAPTER II
LITERATURE REVIEW

This section presents the relevant topics to give the theoretical bases for the topic under the study. It covers definition of foreign language, vocabulary, vocabulary mastery, mobile application, Cake application and the previous studies that are similar topics of interest.

A. Foreign Language

A foreign language is one that is spoken in a country other than one's own. It is also a language that is not spoken in the person's own country. The following are the distinctions between first and second languages: a child learns their first language at home, usually from their parents. It is usually learnt or gained during a critical phase of cognitive development, such as before puberty, when L1 and other important life skills are also learned or acquired. After a child learns his or her first language, he or she learns a second language. It is not part of the learner's overall cognitive development. It isn't as important as the L1 in terms of life skills.

If a language is mostly acquired in the classroom and is not spoken in the society in which it is taught, it is termed foreign. Individuals who study another language are able to speak effectively and creatively in real-life situations using the language of the actual culture (Moeller and Catalano, 2015). Learning foreign language allows one to get insight into a different point of view, improves one's capacity to recognize connections

across content areas, and fosters an interdisciplinary approach while obtaining intercultural understandings.

Teaching English as Foreign Language, or TEFL involves teaching English as a foreign language in countries where English is not the primary language. According to Fachrurrazy (2011) in his book Teaching English as Foreign Language for Teachers in Indonesia, a foreign language is only found in a classroom where the language is being learned. TEFL can occur either inside the state educational system or all the more privately, at a language school or with a mentor. TEFL can also occur in an Englis-speaking country for individuals who have moved there (either briefly for school or work, or for all time). TEFL instructors might be local or non-local speakers of English. Teaching English as a foreign language includes having the option to pass on the English language in an articulate and interesting manner. In language teaching methods there are terms 'language skills' and 'language components.' There are four language skills in example listening, speaking, reading, and writing. These four language skills are grouped into passive or receptive skills (listening and reading), and active or productive skills (speaking and writing). From another side they can also be grouped into spoke skills (speaking and listening) and written skills (reading and writing). Language components consist of pronunciation, grammar or structure, and vocabulary.

B. Vocabulary

The total number of words in a language is the sum of all words known to a person or utilized in a specific book, subject, or other context. A list of words and their definitions, particularly one that comes with a textbook (Hornby 1995: 1331). Learning language and learning vocabulary are inextricably linked, according to Muria Celc e-Murcia (2001). In communication, vocabulary helps the speaker explain their thoughts, ideas, and feelings. The most important component of language is vocabulary since it influences all four language skills: listening, speaking, reading, and writing. The relevance of vocabulary learning is crucial to language acquisition, whether it is a first, second, or foreign language. According to Averil (2006), vocabulary is "the knowledge of the meanings of words, which is also a crucial aspect of language."

Furthermore, according to Elfrieda and Michael (2005), vocabulary is a powerful transporter of meaning. Recognizing the importance of vocabulary in communication, a student would fairly aspire to learn a great number of words. The greater the number of words pupils know and can use, the more meaning they can communicate in a range of situations.

To summarize, vocabulary is the understanding of words and their meanings. It's about the words they use to express meaning in language. As a result, studying vocabulary is critical for pupils' English development. Vocabulary is crucial in language learning because it contains meaning that may be used in conversation.

Experts have classed several sorts of vocabulary. Shepherd (1980) divides vocabulary into two categories: receptive and expressive

vocabulary (productive vocabulary). There are two types of vocabularies, according to Harmer (1991: 159), active vocabulary and passive vocabulary. To clarify, the author describes both of them in the following manner:

a. Active Vocabulary

Active Vocabulary is a collection of words that a person employs in his or her own speech or writing. It is used by students in their speech and writing expression.

b. Vocabulary in the Passive Mode

The passive vocabulary refers to words that learners are familiar with and understand. They happen when learners require someone to say something to assist them remember the meaning of a word. It can be found in audio or written documents. They will deduce the meanings of terms from the context of the text and will be able to deduce the meaning of any unknown words.

In addition, Haycraft quoted by Hatch & Brown (1995), divides two kinds of vocabulary, namely receptive and productive vocabulary,

a. Receptive Vocabulary

Receptive vocabulary refers to words that students know and understand when they are used in context but cannot produce on their own. It is language that students encounter or come across in a text but do not use in speaking or writing. Because the learner only absorbs thoughts from others, receptive vocabulary is also

known as a passive process. The receptive vocabulary is considered the basic vocabulary in communication.

b. Productive Vocabulary

The words that learners comprehend, can pronounce correctly, and use constructively in speaking and writing are referred to as productive vocabulary. It includes receptive vocabulary as well as the ability to talk or write at the appropriate time. As a result, because learners can develop the words to express their views to others, productive vocabulary can be handled as an active activity.

C. Vocabulary Mastery

The ability to know words and their meanings is referred to as vocabulary mastery. Students are expected to know not just the words but also their meanings. According to William Collins (1979), Vocabulary mastery is comprehensive knowledge or use of a subject or instrument. The term "mastery" comes from the word "master," which means "to become skillful or proficient in the use of," or "to obtain comprehensive knowledge via comprehension." According to Norbert Schmitt (2000), vocabulary mastery is the ability to know words and their meanings. The following is a list of the several types of knowledge that a person needs master in order to know a word, according to Nation. They are: (1) the word's meaning, (2) the written form of the word, (3) the spoken form of

the word, (4) the word's grammatical behavior, (5) the word's collocations, (6) the word's register, and (7) the word's associations.

To conclude, vocabulary mastery is described as a set of vocabulary (words) in a language that comprises information about the meaning, form, and application of those words in the context of communication. It is the foundational knowledge that students must acquire before they can master English. Vocabulary development is a major difficulty for English learners, as Chen and Li (2009) point out, because it contains the fundamental building blocks of English phrases. One of the most important aspects of learning four language skills is mastering vocabulary. The more the students' vocabulary mastery, the better their language performance. Students will struggle to master reading and other skills if their vocabulary is too narrow. As a result, they will master vocabulary through simple phrases by listening to the words said by others. It is well established that English vocabulary learning would fail if English ability (English skills) is not there, as both themes are critical in the English teaching and learning process.

D. Mobile Application

Educators now have new platforms to engage students with class material and support classroom discussions thanks to the rise of smart device technologies and mobile applications. Students' continued adoption of smart gadgets as a vital part of their educational experience is prompting educators to change their teaching approaches in order to

incorporate the new technology. "In their unique lives, young people are accustomed to tailored content and fast connection," writes West (2013). (p. 6). Millennials (born after 1982) have made mobile gadgets the core of their daily lives (Howe & Strauss, 2009). Smartphone ownership is at 97 percent among the millennial generation, which was born between 1977 and 1995. (Nielsen Reports, 2016). The development of m-learning (mobile learning), which consists of three components: mobility of technology, mobility of learners, and mobility of learning processes (El-Hussein & Cronje, 2010), is growing alongside this phenomenon. These elements have been shown to aid in the creation of more effective learning experiences.

Mobile devices, like as smartphones and tablets, make it easier for faculty and students to communicate. Mobile devices provide easier access to course materials, and students' ability to engage directly with teachers is not limited to office hours or a specific location on campus. Richardson and Lenarcic (2008) looked at how students might use mobile technology to improve their access to both general university information (such schedules) and class material. Mobile technology improved students' experiences by "raising the effectiveness of "student to student," "student to staff," "staff to student," and "university to student" communication, according to their findings (p. 151). The use of mobile learning to promote student learning has also been studied in the literature. To further understand the elements that promote adoption, Yeap, Ramayah, and Soto-Acosta (2016) polled undergraduate students. Perceived behavioral control

and subjective norms were discovered to be the two key variables. Furthermore, the authors discovered that the influence of classmates and friends who embrace the usage of m-learning, as well as the inclusion of m-learning examples into coursework, boosts students' ability and confidence.

E. Cake Application

Cake App is one of the prospective mobile applications that is thought to have a beneficial impact on students' motivation and current approach to learning English as well as their speaking ability. Cake App is a technology-based program that uses (a) video(s), (a) sound(s), (a) word(s), and (a) picture(s) to stimulate or encourage students to produce specific language, usually during a controlled practice exercise or drill.

F. Previous Study

This section goes over past research that is relevant to the issue of this study. Using cake application to improve students' vocabulary understanding has been shown to be beneficial in previous research. The first from Nurina Almas Laila Fatin, State Islamic Institute of Tulungagung (2021). The title of Nurina's research is "THE EFFECTIVENESS OF USING CAKE APPLICATION TOWARD STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE AT MTsS PSM REJOTANGAN". The similarities of the research are the use of the application and the target of the same subject, that is junior high

school students. The difference in this research, Nurina's research using Drilling method and in this research is using Classroom Action Research (CAR). The second is Susi Linda Riani, Alauddin State Islamic University Makassar, (2013). The title of Susi's research is "IMPROVING THE FIRST YEAR STUDENTS' SPEAKING ABILITY THROUGH ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING (A Classroom Action Research of Class VII.C of SMP Negeri 1 Bajeng Barat)". The similarities in the research to collecting of data and method with Susi's research use quantitative and qualitative method.