

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses some issues and theories related to the vocabulary notebook and how to improve vocabulary using vocabulary notebooks. This chapter is divided into two parts; those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary is an important factor that affects language practices as a means of communication. Vocabulary can also support four skills in the Bahada English, which is listening, speaking, reading and writing. Someone can't communicate or explain a concept in both spoken and written form if they don't have a large vocabulary. Every individual has a sure word collection. An individual must have a different total word. In addition, an individual must know the vocabulary to communicate with other individuals. Listening, speaking, reading, and writing are four skills that vocabulary can assist in. The researcher can conclude from the above definitions that every day. Vocabulary is usually arranged in the alphabet then defined in the dictionary. Vocabulary is important in language, because vocabulary is the words used to communicate every day, and to learn when people learn foreign languages.

Vocabulary has many different definitions from experts. According to Sinit (2005), vocabulary is the set of terms that someone knows. In addition,

vocabulary is knowledge of the meaning of words (Hiebert & Kamil, 2005, p. 3). It means the vocabulary is a word that someone knows means. It can be concluded from all the above definitions that vocabulary is a word that someone knows the meaning and all the words used in communication.

## **2. Importance of Vocabulary**

Vocabulary is one aspect that must be learned and taught in language. This will help people understand the words. Vocabulary is the first step to take before elements of other languages are taught. According to Thornbury (2002), nothing is communicated without vocabulary. Then, according to Cameron (2001), vocabulary is seen as an important tool for language use. So the conclusion is that the ability of students to read, listen, talk and write is determined by their vocabulary. With the existence of vocabulary helping students understand documents, expand their thoughts and ideas. The impact of multiplying vocabulary is they will be able to and appear in writing. They can understand what others think through listening. Students can develop their ideas verbally in speaking skills because of their understanding of vocabulary. Vocabulary has the most important role in learning English. The importance of vocabulary is explained by Bromley. According to Bromley (2004), namely: improving understanding, improving achievement and improving thought and communication.

So it can be concluded from all the examples above that vocabulary is an important factor of language learning. Vocabulary can help students control four capabilities (speak, write, read and listen) because the vocabulary is combined

with that capability. Furthermore, vocabulary can also help students in promoting fluency, improving understanding, improving achievement, and improving thought and communication.

### **3. Teaching of Vocabulary**

Techniques and media are two components in teaching vocabulary. First, many types of techniques can be used in vocabulary teaching. There are so many techniques such as jigsaw, direct instructions, and others. Second, the media has a role in learning. At present, many media can be used by teachers and students. The media will help teachers and students study and teach. According to Tafani (2009), the interests and needs of students must look for by the teacher. Teachers can use the media as a tool today material and students can get more understanding of material. According to Harmer (2007), there are several media in explaining the meaning of vocabulary such as realia, pictures, mime action and movement, explanation, and translation. Effective and fun situations in class can be produced. Of all the above explanations, vocabulary teaching has different ways of teaching speaking, writing listening, and reading. Techniques and media are two things that can help teaching the learning process. An effective situation can be made by paying attention to these things.

### **4. Kinds of Vocabulary**

Vocabulary which used in a sentence are divided into functions of each word named parts of speech as classified as follows:

First, a noun is a word that describes a person, object, location, plant, or animal. Examples of nouns: John, Rose, the cat, the physicians, the table, the house, and happiness.

Second, a pronoun is a word that replaces a noun or a noun phrase. The examples of pronouns: He, she, it, hers, me, and them.

Third, an adjective is a word that is used to characterize a noun. The examples of adjectives: Red, strong, sorrowful, tall, glad, pleasant, gorgeous

Fourth, a verb is a word or phrase that describes an action, a situation, or a state. These are example of verb: Come, play, read, study, and eat.

Fifth, a word that adds information to a verb, adjective, phrase, or another adverb is considered an adverb. The example of adverb are: Quickly, carefully, already.

Sixth, a preposition is a word that indicates place, position, time, or technique before a noun or pronoun. The following are some examples: at, about, among, in, and on.

Seventh, a conjunction is a word that connects two or more words, phrases, or sentences together. The following are some examples: and, but, for, nor, yet.

The last, an interjection is a short sound, word, or phrase used to show emotion. These are some example of interjection: ow! watch out! and oh my god!

In addition, vocabulary is also divided into two, namely, receptive and productive vocabulary. According to Faraj (2015), receptive vocabulary means the ability to understand a word when heard or used by students, while productive vocabulary is the ability to produce words in the process of writing and speaking.

Receptive vocabulary is words that cannot be delivered accurately by students but students can find out. Examples are students will recognize and also know when they read books but they cannot use it in writing and talk. According to Nation (2001), it includes feeling words while listening or reading and recovering their meaning. This vocabulary is called passive vocabulary because students only accept them from teachers, other students and other students and etc .

Productive vocabulary is a vocabulary that is very different from receptive vocabulary. According to Nation (2001), productive vocabulary he involves expressing the meaning by speaking or writing, and remembering and producing the appropriate oral or written word form. In addition, according to Alqahtani (2015), these words can be understood by students and can be pronounced correctly and can be used in constructive words and writing. Therefore, productive vocabulary can be called active vocabulary.

## **5. Increasing of Vocabulary Mastery**

Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one could not communicate effectively or express his idea in both oral and written form (Zhihong, 2008:18). Based on explanation above vocabulary is always related to word.

To increase the mastery of vocabulary, there are several steps that can be done by students: First, students can see and listen to new words, they can see new vocabulary by reading and can get new vocabulary by listening to the people talking, they can also watch movies and listen to radio or television, write words if they get new words, they can remember and write in the notebook, then they find the meaning of new words in the dictionary, create their own new words by using

each new word that they just found in talking to other people and write a few new words in every vocabulary notebook and consistent write every day. At the end of the week they can review quickly the new words they entered over a seven-day period just ended. Reviews will help students remember the meaning of these words.

## **B. Vocabulary Notebook**

### **1. Definition of Vocabulary Notebook**

Vocabulary notebook, help students to study vocabulary. Students can write or record words in their vocabulary notebooks and they can also write the definition of words with their own understanding. In addition, students can find synonyms, antonyms and others. With a notebook, students can use it to help them in the lesson. According to (Nosratina, Sarmadi, P. 177), the use of notebooks in class research also encourages the use of taking techniques when students return to notebooks to find words, use words in class activities and exchange words with their classmates.

### **2. Advantages of Vocabulary Notebooks**

As explained above, the vocabulary notebook can help students learn English. There are several advantages of vocabulary notebooks in learning: According to Uzun (2013), creative student creativity. To find out new words, students can use various strategies to find meanings or definitions about new words. Students can look for them in the dictionary, ask their friends or teachers, and others make students become active learners. According to Taveggia (2012), students built words of understanding and deliberately searched for words and

knowledge. In addition, students can also compare their vocabulary notebooks with their classmates. According to Komur & Ozdemir (2015), the vocabulary notebook has benefits, namely, students can see their notebooks everywhere this can help them in learning. Finally, the teacher can check the progress of students in learning in their vocabulary notebooks.

### **3. How to Create Vocabulary Notebook**

Students will need five components to complete the vocabulary notebook. To complete information about difficult terms, these components will be written in a template. The components are:

a. Target Words:

The target word in the vocabulary notebook is a word chosen by the learner; it can be a difficult, well-known, or unfamiliar word.

b. The Meaning of the Target Word

After discovering the target word in the notebook vocabulary, students can check the definition of the target word in a dictionary or by following the context instructions. In addition, the teacher must instruct students on how to use a dictionary or pay attention to the context to determine the meaning of a word.

c. Example of Sentences Include the Target Word

To strengthen their comprehension of the target word, they must write sentences using it. It is suggested that students write sentences about their own personal experiences.

d. Synonyms of the Target Word Into the Vocabulary Notebooks

Synonyms are the next section of the vocabulary notebook. Synonyms are words or phrases that have the same or nearly identical meaning as another Lexeme (word or phrase) in the same language. Adjective form is the same. Synonyms are words that have similar meanings but have different spellings. Reading text, browsing the Internet, and other sources can help students identify synonyms for vocabulary notebooks.

e. Antonyms the Word in the Vocabulary Notebook.

An antonym is a word or phrase that has the opposite meaning to other words or phrases. In a pair, each word is the polar opposite of the other. An antonym is a term that has more than one meaning. For example, fat - thin, dark - light, young - old, and so on.

### C. Previous Studies

Some previous study with similar topic had been conducted by some researchers, as follow:

The first similar study was conducted by Lisma (2018), entitled “Developing Students’ Vocabulary By Using Notebook at SMPN 1 Palopo” with the experimental method with pre-test and post-test design. The subject of this research was the eighth students of SMPN 12 Palopo was consisted of 23 students. The researcher had the idea to teaching vocabulary to students is not easy, because students sometimes felt bored to memorize the word. Therefore, teachers might be able to motivate students to improve their vocabulary by teaching small information about it. And to make students motivated in studying English vocabulary as a foreign language, the teacher needs to choose the



appropriate teaching technique. Teacher can use notebooks to improve students' vocabulary.

The second research entitled *Improving Vocabulary Mastery Using Vocabulary Self-Collection Strategy (VSS) at Eighth Grade Students of MTs Hudatul Muna Ponorogo in Academic Year 2015/2016* was written by Masrukhan Al Maghfuri (2017). The subject of this research is eighth grade students in MTs Hudatul Muna Ponorogo. In conducting study, the researcher used classroom action research as the design, consisted two cycle. It could be seen from based standart of minimal English subject score. This method is also recommended by the improving vocabulary mastery