

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some theories related to this research which is about vocabulary, semantic mapping, descriptive text and the previous study.

A. Vocabulary

1. The Nature of Vocabulary

Vocabulary plays an important role in every language and it can develop another language skill. The more vocabulary people master, the easier it will be for them to understand the conversation or writing of other people and also the easier for them to express the content of their thoughts in that language verbally or in writing. Conversely, the fewer English vocabulary they master, the more difficult it will be for them to understand the conversation or writing of other people, and it will be increasingly difficult for them to express the contents of their thoughts, both verbally and in writing. As what Dilek and Yuruk (2012) stated that learning a foreign language is basically a matter of learning the vocabulary of that language. Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language. The degree of proficiency in a language is related with the words you know. The more words you know, the better you can express your ideas and communicate with others. Without words, people cannot use the language effectively.

Based on Richards and Renandya (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language opportunities around them.

Words are perceived as the building blocks upon which knowledge of the second language can be built (Marianne, 1991:296). It means that if the students lack in vocabulary they cannot build the language, as a consequence learning the language become hard for them.

2. Vocabulary Mastery

Vocabulary is a significant element which has to be mastered for people who are learning language. Hornby (1995:207) stated that mastery means great knowledge about understanding of a particular thing. Meanwhile, according to Fries (1945:22) stated that we never separate from mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary or learning the word. The words one knows actually depend on the experience one has got, for example a child's experience is very limited in its range, and therefore, his vocabulary is limited too.

Furthermore, Indriarti (2014:78) stated that vocabulary mastery is someone's ability to understand or to use words in a language. If the learners want to learn a particular language, such as English, they should develop their

vocabulary mastery first because it will influence every step of the process in learning language itself.

3. Kinds of Vocabulary

There many kinds of vocabulary according to some experts. According to Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is a words that learners recognize and understand when they are used in 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. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Read (2000:18) divided vocabulary into two groups:

- a. Function words: words of kind articles, prepositions, pronouns, conjunctions, auxiliaries, etc. they are seen as belonging more to the grammar of the language than to its vocabulary. They have little meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on.
- b. Content words: it includes nouns, verbs, adjectives and adverbs. They have full meaning isolation.

However, the main focus of this study is in teaching vocabulary in content words, such as nouns, verbs and adjectives. The further explanation about content words as follows:

a. Nouns

Nouns are all the words that use for naming a person, place or thing.

Noun can be classified in two groups such as concrete nouns and abstract noun. The writer focuses on concrete noun in this study.

b. Verbs

Verbs are all the words that showed action, condition. The function of verb in the sentence is to describe the action that is done by the subject.

In grammar a sentence consists of subject (noun or pronoun) and verb.

c. Adjectives

Adjectives are all the words that explained nouns and pronouns.

There are two kinds of adjectives such as descriptive adjective and determine adjective.

In addition, Aebersold (1997:139) classifies vocabulary into active and passive vocabulary.

- a. Active vocabulary refers to items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, students must know how to pronounce it well,

they must know and be able to use grammar of the target language, they also must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.

- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and it is also called as receptive vocabulary.

Based on the definition of some theories above, it can be concluded that vocabulary is a complex thing, it has many kinds of vocabulary which is labeled by one name, such as function word and content word, active and passive vocabulary that people have to know as a person who study foreign language.

4. Teaching Vocabulary

Some principles of teaching and learning vocabulary (Wallace,1989:27):

- a. Aims

The teacher has to be clear about his or her aims in teaching vocabulary. They should decide how many words that the teacher expected the learner to be able to do and with which words.

- b. Quantity

The teacher may have to decide on the quantity of vocabulary to be learnt.

c. Need

Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. Choice will be made for the teacher by the course-book or syllabus he is using. It is possible for the teacher, in sense, to put the responsibility of choosing the vocabulary to be taught on to the students. In other words, the student is put in a situation where he has to communicate and gets the words he needs, as he needs them, using the teacher as an informant.

d. Frequent Exposure and Repetition

The simplest way of checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning. If the word has to be part of the learner's productive vocabulary, he must be given the opportunity to use it, as often as is necessary for him to recall it at will, with the correct stress and pronunciation.

e. Meaningful Presentation

'Meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation Presentation

The students should learn words in the situation in which they are appropriate.

g. Presentation in Context

The learner has to know the usual collocation that the words occur in.

h. Learning Vocabulary in the mother tongue and in the target language

i. Inferencing (Guessing) Procedures

Students can guess the meaning of words by hearing them used in a certain situation, or sometimes by reading them in a certain context and guessing their meaning from the context.

Then, according to Kessler (1992:79) learning vocabulary could be in a pleasant way, so that the students can put the new words into their mind easily and maintain the known-words easily too. So, the supplement lesson is needed to support vocabulary learning:

1. Drawing or Picture Exercises

Student work with labeled picture, color specific parts of pictures, or draw their own labeled diagrams or pictures related to science concepts

2. Matching exercises

Students match names with pictures/object/actions, identify words with meaning, combine sentence parts that contain key vocabulary.

3. Classifying and Ordering Exercises

Students classify word into specific categories, fill in charts, or both of them called semantic mapping; unscramble the letters of new vocabulary words, or order sentences in correct sequences.

4. Short-Answer Exercise

Students complete sentences, write the correct vocabulary words when given a definition or description, answer question using key vocabulary.

5. Creative Exercises

Students use key vocabulary to answer how/why/what questions, summarize information from reading/observation, draw conclusion, or state opinions.

B. Semantic Mapping

1. Definition of Semantic Mapping

Semantic mapping is a process for constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge. Semantic maps as Jonassen (1993:98) indicates “are type of graphic organizers that visually represent relationships among categories of concepts”. Figure 1 displays the structure of a semantic map. They include a key concept, or main idea with categorized concepts related to the key concept. The categories related to the central concept and the associations among words are indicated visually in a diagram or map.

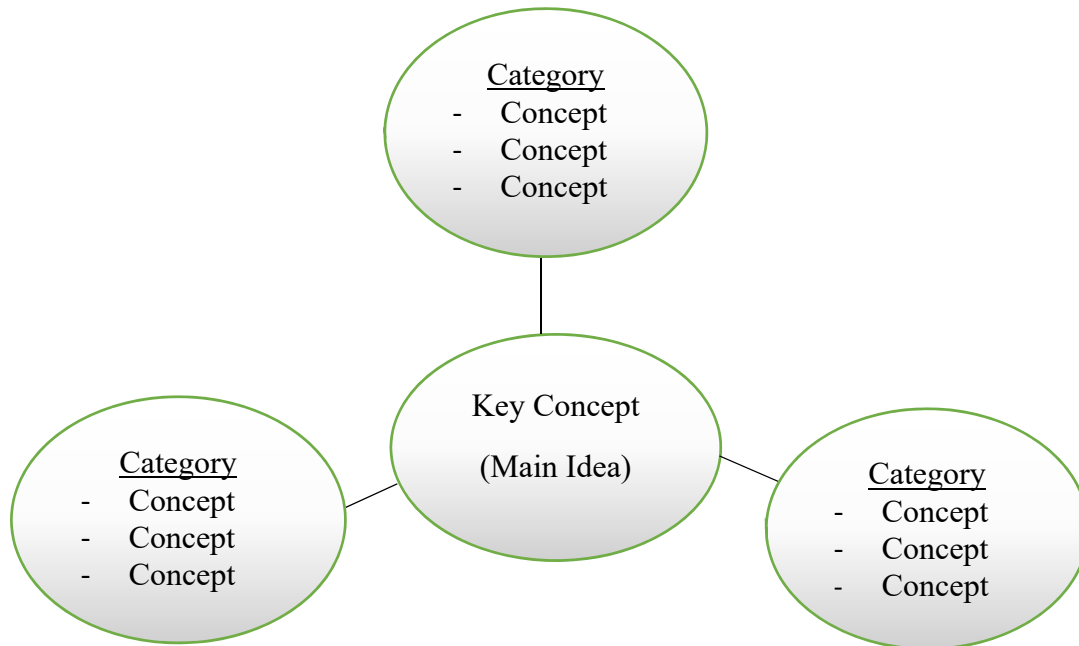


Figure 1. The Structure of Semantic Mapping

According to Stahl and Vancil (1986, as cited in Zahedi and Abdi, 2012) Semantic Mapping is useful strategy that can be introduced at any level of proficiency. It involves drawing a diagram of the relationships between words according to their use in a particular text. Semantic mapping has the effect of bringing the relationships in a text to consciousness for the purpose of deepening the understanding of a text and creating associative networks for words. It is best introduced as a collaborative effort between the teacher and the class.

2. The Benefits of Semantic Mapping

There are several advantages of using semantic mapping in teaching learning process, according to Indriarti (2014:78) those are: (a) Representing ideas or views from a large group of participants or stakeholders in an easy to

interpret format. (b) Helping students brainstorm and generate new ideas. (c) Encouraging students to discover new concepts and the propositions that connect them. (d) Allowing students to more clearly communicate ideas, thoughts, and information. (e) Identifying complex relationships between issues, factors, and so on in a tangible or graphic format. (f) Participating focused, everybody can have his or her ideas represented. (g) Promoting active participation, therefore ensures that participants stay on task. Furthermore, Indriarti (2014:79) also stated that there are some advantages in teaching vocabulary using semantic mapping:

1. Helping students to remember the words easily because it organized in some categories of word.
2. Decreasing students' boredom in learning vocabulary.
3. Helping the students become active participants in the class because they can have their ideas represented.
4. Increasing the students' motivation to learn new vocabulary because of the attractiveness of semantic mapping strategy in teaching vocabulary.

3. Procedure of Semantic Mapping

There are some instructional or procedure in using semantic mapping. According to (Johnson, Pittelman and Heimlich,1986), a general instructional sequence for semantic mapping is as follows:

- a. Choose a word central to the topic the class will be studying.
- b. Write the word on a chalkboard, a large chart table, or on a transparency.

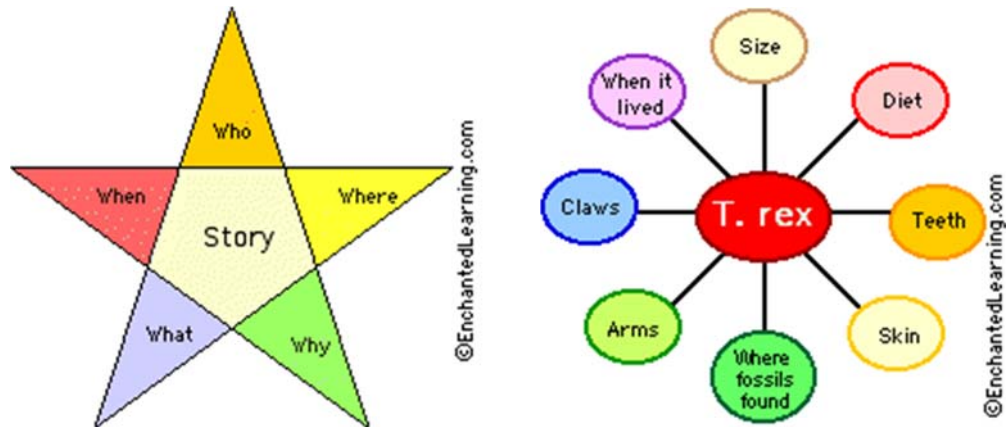
- c. Encourage the class to brainstorm words related to the selected key word.
List these words by categories on the chalkboard.
- d. Have the students work individually for several minutes to think of as many words as they can that are related to the key word and list these words by categories, on a piece of paper.
- e. Have the students share their prepared lists orally and add their words to the class map in categories.
- f. Have the students suggest labels for the categories on the semantic map.
- g. Discuss the entries on the semantic map. Encourage students to become aware of the new words, gather new meanings from old words, and draw relationships among the new and old words.

On the other hand, semantic mapping is a strategy used by making concepts from a word whose meaning is related to other words on a paper to create a semantic map. It is one of the strategies for mastering vocabulary where students are required to develop as many words as possible from one main word that has been determined by the teacher. Then the words are developed by the students into image or mapping in the form of lines or so on to make it easier for students to remember and analyze the relationship of one word to another.

4. Forms of Semantic Mapping

There are several forms of semantic mapping based on enchantedlearning.com:

1. Star Diagram



Star diagram is a type of graphic organizer that condense and organize data about multiple traits, fact, or attributes associated a single topic. Star diagram is useful for basic brainstorming about a topic or simply listing all the major traits related to a theme. For example, a star diagram can be used to create a graphic display describing all you know about dinosaurs (when they lived, what kinds there were, how big they were, what they ate, where fossils have been found, etc.) or a graphic display of methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.). another use is a story star, a star diagram used to describe the key points of a story or event, noting the 5 W's: who, when, where, what, why.

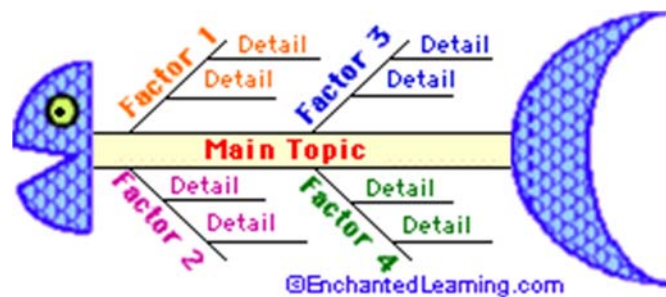
2. Spider Diagram



A spider map (sometimes called semantic map) is a type of graphic organizer that is used to investigate and enumerate various aspects of a single theme or topic, helping the student to organize their thoughts. It looks a bit like a spider's web, hence its name. The process of creating a spider diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the web is hard to fill out). If the topic at hand involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. The spider diagram is like a star graphic organizer with another level of detail. For example, a spider diagram can be used to find methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigate the factors involved in performing each of the methods. Another example is to

use a spider map to prepare for a writing assignment; the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions associated with each of these ideas.

3. Fishbone Diagram



A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topics - topics that require more details to be enumerated.

The process of creating fishbone diagram helps the student focus on the topic, requires the student to review what they already know in order to

organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the fishbone is difficult to fill out).

4. Cluster/Cloud Diagram

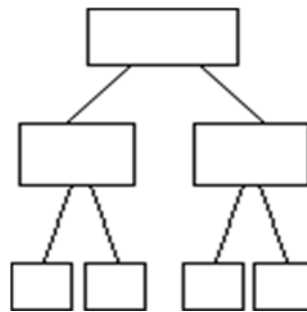


Cluster diagrams (also called cloud diagrams) are a type of non-linear graphic organizer that can help to systematize the generation of ideas based upon a central topic. Using this type of diagram, the student can more easily brainstorm a theme, associate about an idea, or explore a new subject. To create a cluster diagram, the student first thinks of as many terms or ideas relating to the stimulus topic as possible (and then writes the second-level ideas in circles attached to the main topic) - this first step is like creating a star diagram. Then the student explores each of these new second-level ideas in turn, and for each, finds as many related ideas as possible (and

adds these third-level terms to the diagram around the idea). If more detail is desired, the previous step can be repeated for each of the third-level ideas (or more).

For example, a cluster diagram can be used to create a graphic display to brainstorm about a topic like pollution. The first level of ideas could be specific types of pollution (like air pollution, water pollution, polluted soil, etc.), and the second-level could be details on each of those subtopics (for air pollution, could include causes of air pollution, effects of air pollution, how to stop it, etc.). It could go on to include further details on these third-level topics, and more levels, until out of ideas.

5. Tree Diagram



Tree Diagrams are a type of graphic organizer that shows how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes.

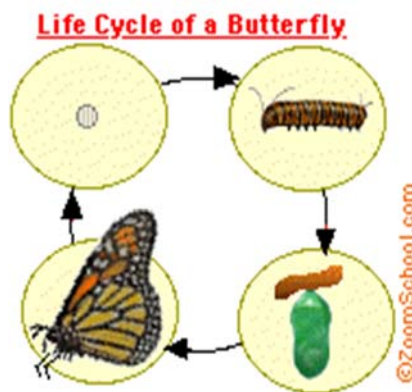
6. Chain Diagram



Chain diagrams, also called sequence of events diagrams, are a type of graphic organizer that describe the stages or steps in a process.

The student must be able to identify the first step in the process, all of the resulting stages in the procedure as they unfold, and the outcome (the final stage). In this process, the student realizes how one step leads to the next in the process, and eventually, to the outcome. Chain diagrams are useful in examining linear cause-and-effect processes and other processes that unfold sequentially.

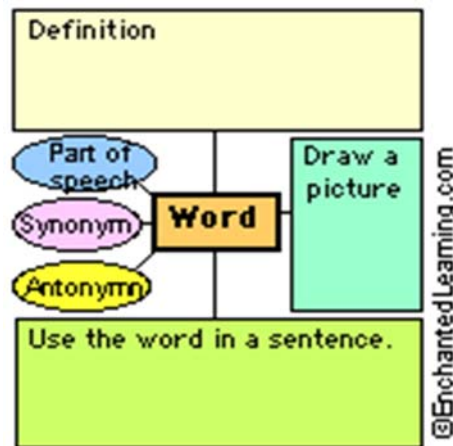
7. Cycle Diagram



Cycle Diagrams are a type of graphic organizer that shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process.

In making a cycle diagram, the student must identify the main events in the cycle, how they interact, and how the cycle repeats.

8. Vocabulary Map Graphic Organizer



Vocabulary maps are graphic organizers that can be useful in helping a student learn new vocabulary words. For each new vocabulary word, the student writes the word, its definition, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, draws a picture that illustrates the meaning of the word, and writes a meaningful sentence using the word.

C. Descriptive Text

1. Definition of Descriptive Text

According to Djuhari (2007:24), Descriptive text is a text which describe and give more detail information about particular people, thing, place and animal. Meanwhile, according to Mark Anderson and Kathy Anderson (1998:26) “Descriptive text describe a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinion. It means that Descriptive text tells the readers to know about something specifically by giving characteristic of something which described.

2. The Purpose of Descriptive Text

The purpose of descriptive text is to describe people, things, place, and animal (Djuhari, 2007:24). Students read descriptive text might be basically to know way of describe someone, something or somewhere. Its means the reader can get information about characteristic, qualification, parts, and so on.

Meanwhile, according to Anderson and Kathy Anderson (1998:26) stated that “the purpose of descriptive text is to tell about subject by describing the characteristic without including personal opinion, the examples of descriptive text are description of a particular building, description of a specific animal, description of particular place, and description of a specific person”. The aim of description is to enable the reader what something looks like. It attempts to paint a picture with words. In this sense, the description also

attempts to put the reader directly in touch with physical word within the readers' sense. Description help the reader visualize a scene or a person and understand the related sensation or an emotion. It also helps the students to organize their thinking as well as their writing, and to be able to communicate thought and ideas clearly to the reader. Based on the statement above, descriptive text has a purpose to describe a particular person, animals, places, and things that tells about characteristics and qualification. Then, it helps the reader to imagine what the text is about.

3. Schematic Structure of Descriptive Text

According to Rudi Hartono (2005:7) The schematic structure of descriptive text consist of identification and description. Identification mentions phenomenon to be describe, while the description describes the parts, the qualities, and the characteristics of what have been described.

4. Grammatical Features of Descriptive Text

Based on Rudi Hartono (2005:24), in descriptive text includes the following grammatical features: (a) Relational process, using verb that can describe students condition, example: My husband is really handsome. (b) Figurative language; use metaphor to give illustration, example: her skin is white as cloud, and smooth a water. (c) use simple present tense, and also use attributive specific noun; example: school, house, cat, etc. (d) use adjective to describe the features of the subject to identify itself. So it means that

grammatical features of descriptive text consist of specific participant who describe it.

D. The Previous Studies

Many previous studies that is relevant to this research. The first study had been done by Rahmah with the entitled "*The Effectiveness of Semantic Mapping on Students' Vocabulary Achievement (A Quasi-Experimental Study at the Eight Grade Students of MTs Islamiyah Ciputat Tangerang Selatan in Academic Year 2017/2018)*". The result of this study is that the class that teaching by using semantic mapping strategy, the students' vocabulary achievement is higher than the class that teaching without semantic mapping strategy.

The second study had been done by Trisnawati with entitled "Increasing Vocabulary Mastery Through Semantic Mapping Strategy at the Eight Grade of SMP the Darul 'Ulum Sekampung". The result showed that by using semantic mapping can increase the students' vocabulary.

The third study had been done by Vadilah with the entitled "*Enriching Students' Vocabulary Through Semantic Mapping (A Classroom Action Research in the First Year of Electro B Class of Triguna Utama Vocational School Ciputat)*". The result of this study is by using semantic is effective to enriched students' vocabulary.

Based on the previous studies it has similarities and difference, the similarities are mostly conduct Semantic Mapping strategy. The differences are mostly in case of the object and subject.