CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents some theories related to vocabulary mastery, Place Based Education, and previous study.

A. Review on Vocabulary Mastery

1. The Definition of Vocabulary

Vocabulary plays an important role in majoring English. Without having a lot of vocabularies, students will be difficult to achieve their foreign language. There are many definitions of vocabulary proposed by some experts. It is very important for everyone to know what is vocabulary before discussing vocabulary mastery.

According to Fauziati (2002: 155) vocabulary is central to language and of critical importance to typical language learner. Having limited vocabulary is a barrier that precludes learners from learning a foreign language. It means that a sufficient vocabulary is very crucial for the students. They can communicate effectively and express their idea in both oral and written from. Then, Watkins (2005 : 34) also states that learning some words (vocabularies) are allowing people to start communicating at once in a new language. Connecting with the language learning, it shows that vocabulary may useful for students to conduct learn and major the foreign language. It also helps them to communicate effectively. Furthermore, Rivers (in Nunan, 1991 : 117) vocabulary regarded as the important element in acquisition of a second

language. It is very important for learners to master the vocabulary of the target language because vocabulary is essential part of communication.

Based on the definitions above the researcher concludes that vocabulary is an important word which is used by the learners to major the foreign language.

a. The Importance of Vocabulary

Watkins (2005 : 34) asserts that learning new words are important part of learning a new language. It is because of words allow the people to start communicating at once. Vocabulary is essential and becomes increasingly central to language teaching. It shows obviously that vocabulary is important element within a language as the basic medium for people to communicate in the foreign language.

Another opinion about the importance of vocabulary is stated by Wilkins (in Thornbury, 2002 : 13) who argues that without grammar very little can be conveyed and without vocabulary nothing can be conveyed. It means that even the students major the grammar well but they don't master the vocabulary, it is very hard for them for learning the foreign language. Furthermore, Rivers (in Nunan, 1991: 117) states that acquisition of an adequate vocabulary is essential for successful second language use because learners will be able to use the structures and functions for comprehensible

communication. Hence, it can be constructed that vocabulary is very crucial element of language because it is the central of learning English. Students who have sufficient vocabulary will be easier to understand the language and express their own ideas to communicate using foreign language. It is necessary to distinguish between what the spoken, written and meaning in context while learning vocabulary.

b. *Types of Vocabulary*

There are some types of vocabulary that have been mentioned by some expert. According to Hatch and Brown (1995 : 370) classify vocabulary into two kinds as follows :

1) *Receptive Vocabulary*

Receptive vocabulary is words that the learners recognize and understand when the words are used in the context, but which they cannot product correctly. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

2) *Productive vocabulary*

Productive vocabulary is words that the students recognize and understand. It can be pronounced correctly and used in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive

vocabulary can be addressed as an active process. It because of learners can produce the words to express their thoughts to others.

In line with Hatch and Brown, Haycraft (1978: 44) also categorizes vocabulary into passive and active vocabulary. Active vocabulary is word which the students can understand, pronounce correctly and use constructively in speaking and writing. Then, passive vocabulary is word that the students recognize and understand when they occur in a context, but which they cannot produce correctly. Furthermore, Harmer (2007 : 16) states that basically students have four different vocabularies, namely speaking vocabulary, listening vocabulary, reading vocabulary, and writing vocabulary. Therefore, it can be constructed that there are two types of vocabulary. Those types are receptive and or passive vocabulary and productive or active vocabulary.

2. The Definition of Vocabulary Mastery

There are many definitions of vocabulary that have been proposed by some experts. According to Hatch and Brown (1995 : 1) the term vocabulary refers to a list or set of words for particular language or a list of words that individual speaker of language use. Then, Fauziati (2002 : 155) also explained that vocabulary is central to language and critical importance to typical language learner. Having limited vocabulary is a

barrier that precludes learners from learning a foreign language. Furthermore, Rivers (in Nunan, 1991: 117) states that acquisition of an adequate vocabulary is essential for successful second language use because learners will be able to use the structures and functions for comprehensible communication.

According to Webster (1980 : 551), mastery is skill or knowledge that makes one master of something. Meanwhile, Hornby (1985 : 523) states mastery as the complete control or knowledge. Therefore, it can be concluded that vocabulary mastery is one of the language aspects that needs to be learnt. All matters relating to the four skills of English such as speaking, listening, reading and writing will never be separated from the vocabulary. It means that vocabulary mastery as the skill to understand, recognize and use the words including it's meaning. It also one of the factors that affect students in majoring English.

a. *The Indicator of Vocabulary Mastery*

Based on the related theory review of vocabulary mastery, the researcher uses the indicator of vocabulary mastery suggested by Hatch and Brown (1995 : 218) that there are two vocabulary limitation, such as the first is word classes consist of noun, adjective, verb, adverb, conjunction, pronoun, preposition, article and demonstrative. The second is word meaning consist of synonym and antonym. The researcher will explain the detailed information of indicator vocabulary mastery as follows:

1) Word Class

According to Hatch and Brown (1995:218) word class is an important feature in semantic feature analysis. In each of the following sets of words, one word does not belong. He also classifies word classes into two parts. Those parts are opened classes and closed classes. Both of them consist of: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles and demonstratives.

a) Nouns

Nouns can be divided into subclasses. There are proper nouns and common nouns. There are also count nouns, mass nouns, abstract nouns, group noun and concrete nouns.

b) Verbs

Verbs are words that denote action. Vandler (in Hatch and Brown, 1995: 252) placed verbs into four classes: activities (run, walk, look for), accomplishment (build, kill, paint a picture), achievement (recognize, find, lose, understand, hear), and states (know, love, have, desire).

c) Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color nouns. Adjectives can point out positive or negative qualities. Interestingly, young children seem to acquire positive

or pleasant adjectives more readily than negative, unpleasant one. One reason why linguist believe that positive adjectives are learnt more easily is that they are unmarked.

d) Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. Locative adverb, like here and there are used very early by young children as ways of pointing to the location of objects. Time adverbs, like now, then and yesterday are used by second language learners as an initial way to mark.

e) Pronouns

Pronouns refers to noun that have already been mentioned in the discourse or point ahead to a noun that we mention. All languages have some ways to point or to refer to ourselves (I), to the listener (you), an to refer someone else (he, she, it) . Those are the examples of pronoun.

f) Conjunction

There are many different types of conjunctions such as; of, and, or, but. Those are called as coordinating conjunctions. Then, the conjunctions like: because, while, unless are called as adverbial conjunctions. It is because of clarifying the relation between the linked clauses.

g) Prepositions

Prepositions are all those words that help locate items and actions in time and space. For example: in, on, at and etc.

h) Articles and demonstratives.

Articles and demonstratives are very important because they help us to point of objects, to bring them to the attention of our listeners. In English, there are some types of articles such as: a, an, and the. Then, for demonstratives there are some examples like: this and that.

2) Word Meaning

There are two important issues in word meaning that students usually get difficulties. Those issues are synonyms and antonymous.

a) Synonyms

Hatch and Brown (1995:19) explain that synonyms are words that share meaning. Synonyms also refer to the same entity. If all features are the same, the words should be interchangeable. However, the native speakers will consistently select among them in similar ways. For example, we might assign the same features to cease and stop and yet realize that cease is most often selected in legal discourse. A mother is unlikely to say, "cease that! "to miss behaving child. Such words may be synonyms, but they survive in the language because there are differences in the ways and situations in which they are

used. Although dictionaries list synonyms as words with similar meanings, the fact X is a synonym for Y does not mean that Y is necessarily a synonym for X. One of the most important ways for making text together is with the use of synonyms or chains of related words. It might be selected words that are not synonymous but which still refer to the same object. For example, in talking about a problem at school, we might use school, college, university, campus, or other word interchangeably as synonyms.

b) Antonyms

Hatch and Brown (1995:20) define antonyms as words which mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposites are rarely extreme points on graduated classes. This is especially true of adjectives. Hot and cold may seem like opposites, but temperature is scale, and it is a judgement as to what constitutes hot, warm, cool, and cold along the scale. The dimension is not just bisected into a plus and a minus value. In the same way, pairs like big-small, many-few, tall-short, happy-unhappy, and long-short are the opposite ends of scales.

In this research, the indicator of vocabulary mastery of the eighth grade students is based on the basic competence 4.6 as follows:

Table 2.1 Standard Competences

Main Competence	1. Mengolah, menalar, dan mengaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
Basic Competence	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

b. *Testing of Vocabulary Mastery*

There are several types of testing vocabulary. Ur (1996: 39 - 40) mentions those types as follows:

1) Questions and Answers

These tests can be used to test almost anything. The more 'closed' the question is the fewer and possible options for correct answers. The easier item will be marked. It is fairly easy to compose and grade closed-ended questions, more often thought provoking ones are more difficult but may actually test better.

2) True / False

It may be used to test aspects of language such as vocabulary, grammar, content of a reading or listening passage. This test fairly easy to design and administer.

3) *Multiple choice tasks*

This type of test can be used to test almost anything. The more 'closed' the question is (that is the fewer the possible options for correct answer), the easier item will be marked. It is fairly easy to compose and grade closed-ended questions, more open thoughts provoking ones are more difficult, but may actually test better.

4) Gap- Filling and Completion

This usually test grammar and vocabulary, as in the examples. It is tedious to compose thought not so difficult as multiple choice. It is more easily administered in writing than in speech. The marking is usually simple, may need to be aware that there is more than one possible right answer.

5) Matching

This usually tests vocabulary and it's rather awkward to administer orally. It is the best presented written on the board or on paper. Eventhough, responses may be either oral or writing.

6) Dictation

The examiner dictates a text and students write a down. Dictation is an easy way of testing for the teacher because the preparation is minimal.

7) Cloze test

It test intensive reading, spelling and some extent knowledge of vocabulary. It can be adapted to target specific language items.

8) Transformation

In this type students are given sentences which they have to past into another form, for example to put sentences in past tense into past perfect tense.

9) Rewriting

This is similar to transformation but here students have to transform a sentence in the way that it means the same as the first one.

10) Translation

Students receive sentences or a test in their mother tongue and their task is to translate into English.

From the explanations about kinds of testing in vocabulary mastery. In this research, the researcher used multiple choice, matching pair, and short answer test to collect the data about students' vocabulary mastery.

c. *Techniques* in Teaching Vocabulary

From what are mentioned by Lewis and Hill (1992: 102 - 103); the researcher summarizes some vocabulary teaching techniques as follows:

a. Contrast (Opposite/Antonyms)

Teachers can present the meaning of "empty" by contrasting it with "full", "cold" by contrasting it with "hot", "big" by contrasting it with "small", students will learn two words instead of one.

b. Synonyms

Sometimes it is helpful, particularly with a relatively unimportant word of passive vocabulary, to provide a quick synonym explanation. It is helpful if teachers say "it is similar in meaning to..." to build up in the students mind the idea that language consists of choice, that words do not mean he same as each other.

c. Enumeration

It deals with general and specific words. Teachers can say "clothes" and explain this by enumerating or listing various items.

d. Explanation

This technique can be better used with intermediate students. Explaining the meaning of a word must include explaining any fact of word use which are relevant. If teachers explain the

meaning of "mate" (=friend), they have to point out that it is a colloquial word used in informal contexts and that it is more often used for males for females.

e. The Dictionary

Teachers can ask students to look up the word in the dictionary, this way provides practice in important learning skills, dictionary using.

f. Translation

It is a quick and easy way to present the meaning of words, but it is not without problem. It is not always easy to translate words. Besides, it may make it a bit too easy for students by discouraging them from interacting with the words. Furthermore, teachers may find it difficult to use this way with a class of different nationalities since it is not easy to translate into all the necessary languages. However, there are always some words that need to be translated and this technique can save a lot of time. If teachers do translate vocabulary, they need to exemplify the word in context so that students will not forget is easily.

g. In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

h. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

i. Eliciting

Once a context is established, teachers can ask student what words they would expect to find or what they would expect someone to say or do in a particular situation.

j. Descriptions or definition

Teachers can describe and define objects: "You steer a ship with a rudder", "You put luggage into the boot of car", "Alawn is an area of grass in a garden".

k. Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. For example, crossword puzzle and scrabble.

Meanwhile, in this research, the researcher used create a context and translation techniques. In these techniques, the researcher used rural area which is school field and traditional market as the context. The students would find new things, ask the teacher, translate them into English and take notes.

B. Place Based Education

Place Based Education is one of teaching strategy that focusing on where learning become. It is considering to the place as the main activity. Therefore,

the researcher provide some explaination about sense of place, Place Based Education, the steps in applying Place Based Education, the advantages of Place Based Education and closed by Previous study about Place Based Education.

1. **The sense of place**

    Place Based Education strategy is derived from the word *place*. Place is the most important part in Place Based Education strategy because it gives meaningful learning to get knowledge and experience. According to Cresswell (2004:7) place can be defined as "a meaningful location". In understanding place in general, people can use place as "a way of seeing, knowing, and understanding the world". In line with Cresswell, Steve Semken (1997: 1) states that sense of place refers to a set of meanings of and attachments to places that are held by individuals or by groups.

    Place is an important influence and topic because it helps students to better understand notions of context, personal identity, and designing writing for particular situations and stakeholders.

    In conclusion, sense of place is an object of learning that involved in students learning activity. Place also give meaningful and better understanding of material to the students.

2. **Place Based Education**

    Place Based Education (PBE) actually the strategy of teaching and learning based on where should be learned and naturally involve local community and environment. It has been used for some lessons in the school. Linnemanstons and Jordan (2017: 2) states Place Based Education

is the process of using local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects. Place Based Education is able to use in any kinds of curriculum. In line with Linnemanstons and Jordan, Sobel (2005: 7 that cited in Rachel Hall (2015: 10)) adds as the founder of place based education, defines it is "the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum".

Place Based Education is effective approach in participating between students and environment to get knowledge. According to Smith, (2002) and Theobald, (1997) Place-based education (PBE) is one of the most effective approaches to promoting recognition in students of the interconnectedness of themselves, their environment, and the topics they learn in class. In addition, McInerney, Smyth, & Down (2011) add as an interdisciplinary and experiential learning pedagogical approach, PBE is effective in enhancing student engagement with learning.

Place Based Education implies in the outdoor, as its purpose to find deeply learning and sense of environment connectedness between students and the object learning. According to Woodhouse and Knapp (2000) in PBE, place as a guiding construct associate a Place Based Approach with outdoor. In line with Woodhouse and Knapp, Miles (2013) states teaching aspects of environmental education in the outdoors is simply one way to establish deep learning and connection to place for children.

According to those definions of PBE and sense of place, it can be concluded that Place-based education (PBE) is one of strategy in teaching and learning student which taking beyond classroom to be where learning becomes. By coming out from the classroom, the students observe the object by their senses directly. In the other words, PBE can be conducted based on the object or the place to get deeply learning about thing that going to be observed or learned.

3. The Applying of Place Based Education

In this discussion provides the nature steps of Place Based Education in term of language arts and how PBE applies in descriptive writing. According to Smith and Sobel (2010: 68-69), PBE ever used in language as follow;
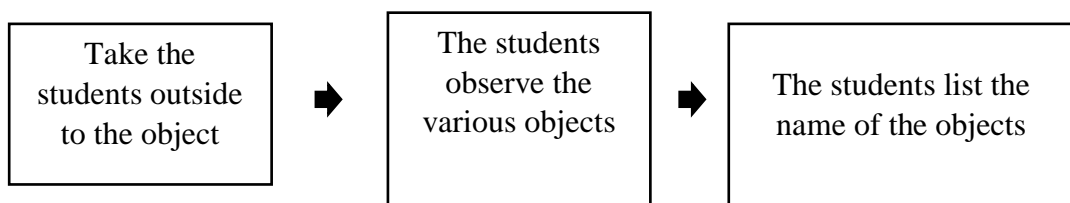
Language arts, Place Based Education has been studied in language which done by an elementary school teacher in Tillamook Oregon (Smith and Sobel, 2010: 69). The subject is writing experience arround students experience outside classroom. There are 2 main requirements; (1) the teachers can not assume that all children have done the same kind of things, (2) the students have never gone to the beach. In her teaching, the previous researcher uses beach as the observed object to be. In her process of PBE follows the procedures as below;

1. She takes the students outside into the school's natural area or field trip

2. Everyone has an equal chance to describe what they have seen and felt and smelled.

3. The previous researcher make the writing as a vehicle for telling others about something that child has encountered.

4. Writing also as a form of communication that is much closer to the kind of talk that kids engage in otherwise.

After knowing the nature strategy teaching of PBE, the researcher combines with vocabulary. In second steps of the nature of PBE is the activity which the students observe various objects. At last, the steps of PBE in vocabulary can be summarized as the table below:

Figure 2.1 : Main steps of conducting PBE in vocabulary.

| Take the students outside to the object | → | The students observe the various objects | → | The students list the name of the objects |

4. **The Advantages of Place Based Education**

Many previous researcher believe that Place Based Education has potential to be strategy in language class. This consideration is caused by the advantages of Place Based Education.

The first, by conducting PBE can creat simply learning and curiosity of the students in process of learning to the students in outside of classroom. According to Smith (2002) states "teachers who incorporate the study of the natural world into their curriculum reap the rich benefits of simply getting students outside the classroom and taking advantage of their curiosity".

The second, PBE can give opportunity to all of the students by having experience learning in process. According to Lieberman and Hoody (1998)

states the benefits that educators experience due to place-based education often include increased enthusiasm and commitment to teaching, more opportunities to explore new subject matter, and frequent opportunities to use innovative teaching in the classroom

Meanwhile, in another case PBE can develope critical thinking of the students. Based on Freire, (1970/2007) that cited in Rachel Hall (2015: 12) said that Place Based Education and critical pedagogy of place encourages students to think critically about heir siuation and ask question about the material they are presented.

Then, Place Based Education contributes many benefits for the students. PBE can improve academic scores, increase engagement and motivation for achievement, and getting deeper learning. Lisa Marsklnl-Polk, Patricia Jessup, and Mary Whitmore (2007: 1-3) states the benefit of conducting PBE for the students as follow;

    a.   Improve academic scores in some subjects especially writing.

    b.   Increase engagement in school and motivation for achievement.

    c.   Deeper learning and action competence.

The benefits of PBE by focusing on getting learning experiece in outdoor can give fun learning until increasing academic achievement for the students. In the journal by J. Mark Fly, Ph.D entitled A Place Based Model for K12 Education in Tennessee;

Benefits of Place-Based Outdoor Education in Place-Based Outdoor Education experiences students will have:

    1.   Fun (the best kind of learning is fun)

2. An outdoor place that holds special meaning

3. Special memories of their experiences in the outdoors

4. More understanding of their relationship to nature

5. Increased academic performance

From those advantages, it can be concluded that by conducting Place Based Education (PBE) the students can get; 1) experience more and accurate in their memory 2) learning outside classroom can serve new learning atmosphere and more motivated to have learning, and 3) it can increase students achievement because the students more understanding to the object 4) the students get same opportunity to learned by their own senses. Therefore, the researcher believe that PBE can be suitable strategy to teach vocabulary.

C. Previous Studies

A study had been conducted in order to investigate the effectiveness of Place Based Education and Writing descriptive text titled *THE EFFECTIVENESS OF PLACE BASED EDUCATION (PBE) ON SEVENTH GRADE STUDENT ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMP NEGERI 1 KALIDAWIR* by Prastiyo in 2017. The result has shown that there was a significant difference between students' achievement before and after being taught by using PBE strategy at second year of SMPN 1 Kalidawir.

Another study entitled *"Teaching EFL in a rural context through Place Based Education: Expressing our place experiences through short poems"* by Jaramillo and Malagon in 2017. The result has shown that students improved their conscious reading towards the rural context. In addition, regarding

students´ English learning, they showed more confidence and enthusiasm when writing in English; a fact that leaded students to gain more meaningful and situated vocabulary in English.

By basing on the previous studies stated above, the researcher does want to conduct a research in the same field. What makes it different is that the researcher will modify the variable which is oral description. The subject of the study is second year students of MTsN 2 Tulungagung.