

BAB II

REVIEW OF RELATED LITERATURE

This chapter reviews theoretical background that concerning the research question are presented. There are three points that will be discussed in this chapter. The nature of vocabulary, the concept of Hyponymy and previous study.

A. The Nature of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. According to Hornby (1995: 1331) vocabulary is a list of word which has meaning and is one of language elements considered necessary for language mastery. It means that every word that has meaning can be categorized as vocabulary. Vocabulary is also important for the acquisition process. Alqahtani (2015:25) had state that “Vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning”.

Vocabulary plays a significant role in supporting the mastery of language skills. Without vocabulary, we cannot speak, read, listen or write. By knowing and understand the meaning and also part of speech of the vocabulary itself, we can understand the language and also produce the language. As Richards and Renandya (2002:255) stated that 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 be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

Based on the explanation above, it can be grasped whether vocabulary can be defined as the words which are known by a person, which are used to have an effective communication in such language or a list of words in such language which endorse the mastery of learning that language. Concisely, vocabulary is the collection of words in such language which is possessed by a person either to get effective communication or to learn a foreign language.

2. The Significance of Vocabulary

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other hand, those who lack vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language – teaching objectives. That is the mastery of language skills (listening, speaking, reading, and writing). If want to communicate with others in certain language, must

master the language they belong to. Especially to know enough vocabulary of that language. These are the reasons why vocabulary is important : An extensive vocabulary aids expressions and communication, A person may be judged by others based on his or her vocabulary.

3. Types of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications about the types of vocabulary made by the expert in language area. According to Jo Ann Aebersold and Marry Lee Field (1997:139) classified vocabulary into active vocabulary and passive vocabulary:

1. Active Vocabulary

Active vocabulary is the vocabulary that people uses when they speak and write. Based on the skills which are implemented, this can be concluded that active vocabulary is the vocabulary that is used in productive skills.

2. Passive Vocabulary

Passive vocabulary means the vocabulary that people recognize when they see it but they do not use when they speak or write. In other word, it can be stated that the vocabulary which is only used on receptive skills.

Besides the definition above, another expert that is Ur (1996) has classified the vocabulary into some parts as below:

1. Synonyms : The word that nearly the same with another words. e.g: beautiful = pretty
2. Antonyms : The word that mean the opposite.
e.g: rich X poor
3. Hyponyms : The words that have specific example with other items. e.g: rose, lily, and jasmine are the hyponyms of plant.
4. Cohyponyms : The words that the same kind with other things. e.g: red, yellow, blue.
5. Super ordinates : The idea that cover the specifics items.
e.g: plant is the super ordinate of rose, lily, and jasmine.

In addition Thornbury (2002) states, there are two kinds of vocabulary. They are function words and content words.

a. Functions words (Grammatical Words)

Function words are words that have little lexical meaning or have ambiguous meaning but instead serve to express grammatical relationships with other words within a sentence or specify the attitude or mood of the speaker.

1. Prepositions: Prepositions are words or group of words that are used to show the way in which other words are connected.
Example, for, of, in, etc.

2. Conjunctions: Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.
3. Determiners: Determiners definite article, the indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.
4. Pronoun: Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

b. Content Words (Lexical words)

Content words lexical words, are words that carry the content or the meaning of a sentence and are open-class words.

1. Nouns : Nouns are words or group of words that are the name of a person, a place, a thing or activity or a quality or idea ; nouns can be used as the subject or object of a verb, example, Eleanor, and book.
2. Verbs : Verbs are words or group of words which is used in describing an action, experience or state, example, write, and ride.
3. Adjectives : Adjectives are words that give more information about noun or pronoun, example, kind, better, etc.
4. Adverbs : Adverbs are words or group of words that describe or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.

Based on the explanation above the writer generally, focuses on the content word. But, especially focuses on the noun. So the kind of vocabulary should be related to the material of school.

4. Vocabulary Mastery

It has been explained by the researcher that vocabulary is the set of all words understood by the person or all words that are part of the language and will be used by that person to compile new sentences. Meanwhile, in Vocabulary.com (2018) stated that mastery refers to having great skill at something or total dominance over something. If someone is fluent in French, then he/she has a mastery of the language. If someone wins every game of chess, then he/she shows a mastery of the game.

Mastery is from *master*, who is someone knowledgeable about a subject, like a master painter. Masters also people with power – butlers sometimes call their employer master. Mastery refers to a similar power or ability. Beethoven showed master in composing. Shakespeare displayed mastery in writing. Apple had mastery over the field of computers and smartphones. Often, both senses are mixed: if someone has mastery over a field skill-wise, they probably have mastery in terms of dominance too. Nurhayati (2008: 13) stated that mastery is possession of skill, ability, and technique in conducting a certain activity.

From this explanation, the researcher defines vocabulary mastery as skill or total dominance at all words of certain language that will be used to compile sentences. Alqahtani, (2015: 26) also wrote in his journal that in order to understand the language, vocabulary is crucial to be mastered by the learner. Further understanding about vocabulary mastery according to Alqahtani, (2015: 26): Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995).

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the

vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivations. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language. Therefore, people can't say or write sentences without knowing the words that exist in certain language. That's why vocabulary mastery is needed in English learning.

5. Teaching Vocabulary in Intermediate Level

Brown (2000: 7) state that teaching is guiding and facilitating learning, Teaching viewed as driven by teachers attempts to integrate theory and practice (Richards & Renandya, 2002: 6). In addition, Brown (2001: 87) said that to successfully teach a language requires specific skills and institutions that differ from those appropriate teaching. Moreover Tabtimsai (2003, cited in Demir, 2013) indicates that vocabulary learning techniques can help to improve students' learning outcome. From definition above we can conclude that teaching vocabulary is the best way to helps students learning new vocabulary with an appropriate method or technique.

Thornbury (2002: 75-76) state that decided to teach a related set of words, the teacher should know the level of the learners (whether

beginners, intermediate, or advanced). In this opportunity we talk about students in intermediate level especially in teaching vocabulary. People of different ages have different needs, competences, and cognitive skills (Harmer, 2001: 37). Moreover, Allen (1983: 45) states that at the intermediate level, we teach many of the same kinds of words that elementary students need. It same with, Harmer (2001: 44) between beginner and Intermediate we often class students as elementary. Like lessons for beginners, the intermediate vocabulary lessons include many words for things and persons.

Before teacher teach intermediate students, they should know the characteristics of the students to manage their material or classroom atmosphere. Allen (1983: 72) said that there are some characteristics of Intermediate students such as:

1. They need to extend their knowledge of vocabulary related to common areas of experience (food, clothing, transportation, health, human relations),
2. They have already learned many of the basic words, so the teacher can (and should) use simple English explanations for introducing new vocabulary,
3. Some intermediate students have learned more English than other members of the same class; therefore, different activities for individuals and small groups should frequently be arranged,

4. Intermediate students have reached a point in their language study where many become discouraged and lose interest. (Techniques for dealing with this problem have been described),
5. One reason for the intermediate students' possible discouragements is the increasing difficulty of the vocabulary which must be learned especially vocabulary related to the lives of people for whom English is the native language.

As teachers, they can help students notice what certain words mean to speakers of English. That is one of the special aims of the intermediate vocabulary class (Allen, 1983: 78). Teacher should find the interesting source or method to teach vocabulary.

6. Principles of Teaching Vocabulary

These principles to teach vocabulary through:

a. Concrete word

Concrete word is a term that identifies things and events that can be measured and observed. It has been taught more in general principle in the past. The things which the words represent are there in the front of the students and thus easily explained.

b. Coverage

Coverage is another principle that has been used in the selection of vocabulary. A word is more useful if it covers things than if it only has one specific meaning.

c. Frequency

Teachers can decide which words they should teach on the basis of how frequently they are used by the speaker of the language. The words which are most commonly used are the ones they should teach first.

d. Choice

In order to know which are the most frequent words, students can read or listen to a lot of English and list the words that are used, showing which ones are used least often and used most often.

7. Language Testing Items in Vocabulary

The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing (Madsen, 1983: 12). Types of vocabulary test as follows:

- a. Multiple choice task (Heaton, 1988: 55) Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words in whole texts.
- b. Completion test (Heaton, 1988: 62) The completion items can be used for the testing of vocabulary. Test which present such

items in a context are generally preferable to those which rely on single words or on definitions.

- c. Gap-fill task (Thornbury, 2002: 133), Gap-fill tests require 20 learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on understanding the context. Example: Because of the snow, the football match was until the following week.

B. Hyponymy

1. The Nature of Hyponymy

Hyponymy is another relationship which defines the meaning of words to each other. As we discuss in previous part hyponymy is included in semantic relations besides synonym and antonym that can be used to present meaning. Cann (2011) explains that hyponymy involves specific instance of a more general concept such as holds between horse and animal or vermilion and red. Usually, one word provides a more specific type of concept than is displayed by the other. The more specific word is called hyponym and the more general word is the superordinate which are also referred to as hyperonyms or hypernyms. Here is the figure of Animal and its' hyponym:

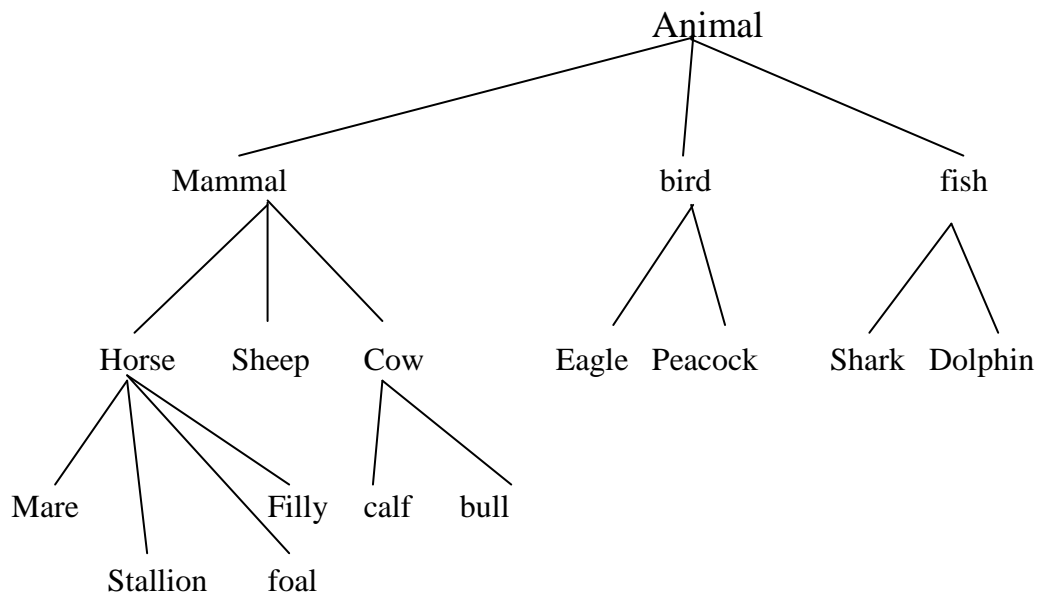


Figure 2.1: Hyponyms of animal

Part of a word meaning, therefore, concerns its relations with other words, not only in terms of antonym and synonym, but also in term of how it fits into the vocabulary hierarchy. Yule said that the relationship is described as *hyponymy* when the meaning of one form is included in the meaning of another.

When consider hyponymous relations, we are essentially looking at the meaning of words in some type of hierarchial relationship. Another example the relationships between a set of words as a hierarchial diagram represent in the following way.

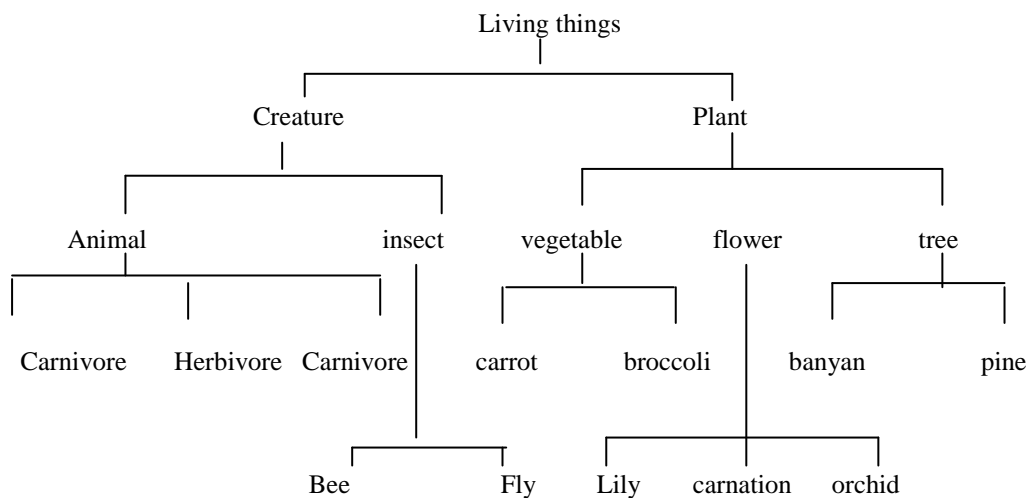


Figure 2.2: Hyponyms of Living Things

Adapted from *The Study of Language* by Yule (2006: 105-106)

Looking at the diagram, we can say that “*Herbivore* is a hyponym of *animal*” or “*Bee* is a hyponym of *insect*”. In these two examples, *animal* and *insect* are called the superordinate (higher level) terms. We can also say that two or more words that share the same superordinate term are co-hyponyms or subordinate. So, *Herbivore* and *Bee* are subordinate and the superordinate term is *animal*.

From the explanation above, we know that the teacher’s role in this stage is to present the students with the clear information about the language they are learning. We can give the new ideas about new word by relating or connecting those with the others word that make it happily and easily.

2. Procedure of Teaching Vocabulary Using Hyponymy

Woodward in Shelley (2010: 131) gave an example of class activity of teaching vocabulary using hyponymy.

- a. The teacher provides the learners with a list of categories like *food, household objects, numbers, jobs, etc.*
- b. Each learner chooses or is given one category.
- c. The learner then has to write as many words as possible under the category heading on a piece of paper. So, *food* should contain items like *bread, meat, etc.*
- d. The learners should write known words, not look up unknown words.
- e. After set time, a learner passes their paper to the next learner who then tries to add words not already listed.
- f. Then the paper is passed on until each learner regains their original sheet of paper.
- g. The learner has to check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met.

3. Advantages and Disadvantages of Hyponymy

a. Advantages of Hyponymy

According to Riemer (2010 : 143) there is the advantage of using hyponymy. He said that the concept of hyponymy can be made intuitively clear on the basis of example like those given

above and hyponyms in other languages are often easy to identify: in Tzeltal (Mayan, Mexico), for example *chenek* 'bean', *'ixim*', 'corn', *'ti'bal* 'meat', and *wale*, 'sugarcane' are among the obvious hyponyms of *we'lil unch'balil* 'food', another reason is teaching Hyponymy can help the students to understand one word in a hierarchy is the group name and the other are the numbers as shown in meaning relation, teaching hyponym can help students retain subject matter, especially if the hyponym reinforces the class material.

From the explanation above, it can be concludes that the advantage of hyponymy can make the students easy to identify the classification of the words directly. The students get stimulation to develop the word, they can learn about the words with make a relation between two words.

b. Disadvantages of Hyponymy

Practically in teaching learning process uses hyponymy it make the noisy condition, because the technique applied in group then make the teacher difficult to control the students. The second disadvantage was by doing this way the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

Another obstacles when hyponymy relation holds between other parts of speech e.g verb, adjective or adverb, we cannot use the formula “X is a kind of Y” without prior nominalization, and the even then the resultant sentences maybe a little add if not absolutely unacceptable.

From the statement above, it can be concludes that the disadvantages of hyponymy is the students able use this technique just for learn about noun, it is unable when the students learn about other part of speech such as verb, adverb, and adjective because inappropriate. To solve the problem, the teacher should be wise to write some chosen vocabulary words from the text suitable with the materials and level of the students and have the students take turns selecting new vocabulary using hyponymy.

C. Review of Previous Study

To support this research, the writer refers to the relevant previous research. The first is a quasi-experimental study which was conducted by Herdayani (2019) This study was aimed to know how hyponymy game improve the students’ vocabulary mastery on the second grade students of MTs Musthafawiyah. The number of the students in the class was 25 students. This research was a classroom action research that was applied in order to improve quality of practical learning. The result observation checklists and field notes showed that the students’ activities and attitudes in learning process were improved compared to the previous cycle. To

conclude Hyponymy game improved students' vocabulary mastery in a better achievement at the second grade of MTS Musthafawiyah academic year 2018/2019.

The second previous study was conducted by Hidayat (2019) aims to know the effectiveness of using hyponym game on students' vocabulary achievement. The method used in this research was a quantitative method that is dealing with quasi-experimental design. Population of the study was consists of 40 students. The writer used convenience sampling. The result study proved that hyponym game has moderate effect on students' vocabulary achievement at the seventh grade of SMP Daar El Hikam Ciputat.

The last previous study written by Puspita (2019) conducted research by teaching Hyponymy using picture media as alternative way in improving vocabulary. This research using quantitative method with pre-experimental research design one group pre-test and post-test. The subject study was ninth grade at MTs K.H Wahab Muhsin Tasikmalaya that consist of 30 students. The result of analysis showed the significance improvement after using Hyponymy as teaching technique. From thus result analysis can be conclude that teaching vocabulary through Hyponymy adequate success in improving students' vocabulary mastery.

Based on the previous study above, the researcher found the similarity and differences of previous study result and this present research. The similarity of this research from the previous research is the

strategy used that is hyponymy technique in teaching vocabulary. While, the differences are the subject used in the research, the location of the research, and the method of the research. Both previous studies above applied quasi-experimental research design and class action research while this present research will apply pre-experimental research design.