

CHAPTER II

REVIEW LITERATURE

In this chapter, the writer discuss about the vocabulary, teaching and learning vocabulary, WhatsApp, teaching vocabulary using WhatsApp as media, previous studies.

A. Vocabulary.

1. Definition of Vocabulary

The most important thing that should be learned in English is vocabulary, because no one can understand English if they have limited vocabulary. Besides that, anyone will get trouble in reading, listening, speaking and writing. The choice in vocabulary selection and methods used in teaching vocabulary are important factors, According Thornbury (2002) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety.

On the other word, vocabulary is the total number of words in a language. Vocabulary is the list of word, it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. According David Nunan in Second Language Teaching Learning stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.

Based on the explanation above, it can be concluded by the researcher that vocabulary is the total number or list of words and known by everyone to make a language. It must be mastered by the students as a core component of language proficiency in their learning process.

2. The Importance of vocabulary

Importance of vocabulary is without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Marten, Manser (1996:23) says to achieve vocabulary, the learner needs not only to learn a lot of word, but to remember them. In fact, vocabulary mastery is very important in learning English. With having a large vocabulary, it will help students learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the students will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings. In communication through language, vocabulary holds the most important role.

3. The Kinds of Vocabulary

There are two kinds of vocabulary they are active vocabulary and passive vocabulary.

a. Active Vocabulary

The students use their vocabulary when they try to express their ideas, in active class and teacher can support them by presenting the dialogue

demonstrated by two or more students or by the teacher and the students. Furthermore, the teacher can ask the students to write a short story about their daily activity or about their family. According to Tharton (1975: 147) active vocabulary is the words that we normally use in talking and composing each day.

b. Passive Vocabulary

According to Tharton (1975: 144) passive vocabulary is the words that we sort out and comprehend when tuning in or understanding materials. The students usually find some difficulties in understanding the meaning of the new words in listening or reading materials. The teacher can help third students to find the meaning of the new words by explaining the meaning using, so the students can increase their vocabulary by themselves

Richard (2002: 316) states there types of reading vocabulary in textbooks :

1. General Vocabulary

It consist of everyday words with widely acknowledge in common meanings usage.

2. Special Vocabulary

It is made up of words from everyday vocabulary that take on specialized meaning particular content area.

3. Technical Vocabulary

It consist of words that are used only in particular area.

B. Teaching And Learning Vocabulary

1. Definition of Teaching And Learning Vocabulary

Teaching is a progression of exercises conveyance of learning materials to every understudy so he can acknowledge, respond, acknowledge, control and create it. As indicated by Nation, showing separates into three definitions, for example,

1. Teaching is contributing information to somebody
2. Teaching is passing on some culture to somebody
3. Teaching is a movement to sorted out or dealt with a climate and to associate with somebody so function cycle of study.

According to Nation in Oxford, (2001: 255) stated vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language. The teacher needs creativity to improve his or her teaching vocabulary. Thus, teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by words. Teachers should believe that the words are worth explaining and learning, and then it is important that they should do this efficiently. They should use different technique and activities in teaching and learning English vocabulary to motivate the learners, to enrich their vocabulary, and to enable them to speak English properly.

According to Nation (2001:133) said that vocabulary teaching and

learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see

a language course as consisting of four strands. They are as follows:

- a. Learning from meaning-focused input-learning through listening and reading
- b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse
- c. Learning from meaning-focused output-learning by having to produce language in speaking and writing.
- d. Developing fluency-becoming quick and confident at listening, speaking, reading and writing.

Based on that explanation, the teacher must prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. From a vocabulary learning perspective, procedure can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered (Nation, 2001:107)

2. Techniques of Teaching Vocabulary

A technique is a method of doing whatever includes arranging. According to Nation (2010:60) expressed methods is a helpful method of learning new vocabulary, specifically getting comfortable with spoken type of the word and connecting it to its meaning. The instructors will locate

the reasonable procedure and techniques so the youthful students can get the unmistakable comprehension about the vocabulary given. Lockitt (1997) recommends three classifications of kids learning style:

a. Visual learners

The visual learners learn everything through seeing. As children, they have their own understanding that comes through hands and eyes and ears.

b. Auditory

learners The auditory learners will learn more easily through verbal lessons and anything that allows them to speak out while learning. These kind of young learners discover information through listening and interpreting information. They also use a music or song to help them memorize words.

c. Kinaesthetic

learner The kinaesthetic learner will enjoy a hand on approach or being able to move while learning. Children with this kind of learning style have a hard time sitting for long period" s time and may become disrupriveif they are not allowed to get up quite often during the teaching and learning process.

Meanwhile Lockitt (1997) suggests that teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and

we need information to review current methodology and materials and then all students will have at least some activities that appeal to them based on their learning styles, and more likely to be successful in these activity.

C.WhatsApp

1. Definition of WhatsApp

WhatsApp is a free messenger application that works across multiple platforms like iPhone and android phones, and this application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text message

Since internet facility is required for using WhatsApp, lots of information can also be accessed in real time, and sharing that information through technology is both instantaneous and convenient.

The WhatsApp platform has following collaborative features (Bouhnik,119:2014).

- a. Provide online students with the ability to exchange text message,
- b. Images, videos, and voice notes to their social network or group and contacts.
- c. Provide students or instructor with ability to create a group (social network group) that supports the social interaction of up to group members.

Member can engage in discussion forums.

- a. WhatsApp provides the ability for students to sent messages without limits.
- b. The application use 4G/EDGE internet data plan or Wi-Fi to ensure continous data transmission across WhatsApp mobile system
- c. Students using WhatsApp through a variety of mobile device, such as smartphone, and so on can message one another through texts, images, videos.

2. Teaching Vocabulary Using WhatApp as media

In the Covid-19 Pandemic, many teacher have ways to make their student learn their material easier and benefits for both students and teachers to prevent spread Covid-19. One of the way that they choose is using the tecnology like the internet and smartphone to facilitate the students in learning process. The learning technique used was group chat in WhatsApp. Group chat discussion will make the students more understand material.

Then, the use of grup chat disscussion in WhatsApp as media in teaching learning process is a fun activity because WhatsApp keep the students from getting bored and make students learn their material easier. The use of grupchat discussion in WhatsApp make the vocabulary material is more meaningful, to help the students memorize the word easily and to represent the real object or the thing. The used of grup chat

discussion in WhatsApp also a fantastic educational tool and makes learning more fun than usually. Group chat discussion in WhatsApp is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices.

This opinion is in line by the reseach conducted by Jafari and Chalak(2016) who stated students get longer learning oppurtunities in learning that usual. Group chat discussion in WhatsApp can help the language learners to find the implementation of words, remember words for longer time, and practice the words after learning. They also said, the learners know how to communicate with other learners on group chat and they can try to do their best to improve their communicative competence.

It could be assumed that WhatsApp is an effective tool for providing outside-the-classroom opportunities to practice vocabulary especially for weak students. In this case, they can also use the group chat to share information so that they get more benefit in using it to learn English. Thus, from the above statement, group chat can improve aspects of learning English.

D.Previous Studies

There are some previous relevant studies that can be reference for writer's research. The first relevant study was done by Rahmawati, Farida from Purworejo Muhammadiyah University 2017. This research entitled: *“The Effectiveness of Using WhatsApp to Improve Writing Ability Announcement Text at The Tenth Grader Student of SMAN 1 Klirong in*

The Academic years of 2016/2017". the result of this study show that there is a significant difference in the achievement between the students who are taught using WhatsApp and students who were taught without WhatsApp. The second research was done by Kafidah, Risca Nur from UNISKA Kediri 2018. This research entitled: *The Effectiveness of Using Whatsapp Messenger in Teaching Writing of Hortatory Exposition Text at The Eleventh Grader of Man 3 Kediri*. The result of this study show that the mean of experimental group is higher than the control one (83.91 > 80.44) while the analysis of *independent-samples t-test* reveals that the experimental group outperforms the control group in writing achievement ($P = 0.002$). Furthermore, the value of t_{observed} is higher than t_{table} ($3.309 > 2$). Therefore, there is significant difference between both groups. The third research was done by Sanaz Jafari & Azizeh Chalak from Department of Foreign Languages, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan 2016. This research entitled: *The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School*. The results also showed that there was not a substantial difference between male and female students regarding their vocabulary knowledge after using WhatsApp. The findings of this study can be beneficial to Iranian EFL students, teachers, language schools, policy makers, and syllabus designers. The third research was done by Aras Nur Ahmad T from English Language Education Department Halu Oleo University. This reaserch entitled : *The Effect of Using Whatsapp Messenger on Students' Speaking Achievement at The Second Grader*

Students of Madrasah Aliyah Negeri (Man) 1 Kendari. The results of this study showed that there were differences in the speaking achievement of the students in the experimental class and the control class. This difference was in favor of the experimental class. The value of Chi-Square count is 28.486 and the Chi-Square Table is 19.675. So the H1 accepted and H0 is rejected . The differences between the two classes indicated that integrating the WhatsApp application in teaching English language improved speaking achievement of the students of the experimental class.

The fourth research was done by Dr. Mohammad Abd Alhafeez Ali Ta'amneh from Taibah University 2017. This research entitled : ***The Effect of Using WhatsApp Messenger in Learning English Language among University Students.*** The results of this study showed that there were differences in the achievements of the students in the experimental group and the control group. This difference was in favor of the experimental group. The differences between the two groups indicated that integrating the WhatsApp application in teaching English language improved the abilities of the learners of the experimental group.

The fifth research was done by Arash Hashemifardina, Ehsan Namazidost, and Fariba Rahmi Esfahani (2018)..This research entitled : ***The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning*** The results of paired samples and an independent samples t-tests indicate that there was a significant difference between the post-tests of the experimental and the control groups. The findings reveal that the experimental group significantly outperformed the control group ($p < .05$) on the post-test

In previous studies, researcher used WhatsApp to teach writing and speaking. but here researcher use WhatsApp to teach vocabulary, because it is more logical and easy to understand and try to know the effectiveness of Using WhatsApps can make the students very enjoyable in learning english