

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Vocabulary**

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

Vocabulary is set of familiar words within a person's language. It can developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of large challenges in learning a second language. 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 as defined by experts is a total number of words which make up the language or list words usually with definition for translation. Meanwhile, according to Webster's, vocabulary is (1) a list of word and phrase, abbreviation inflectional form. (2) an interrelated group of non-verbal symbol, sign, gestures, etc. Vocabulary is one of component to fluent the learner to learning English. It is element that connect the four English skills which are speaking, listening, reading, and writing (Gains,

1986: 64-65). Without mastering vocabulary, foreign language it's very difficult to developing the four language skills.

Vocabulary plays a significant role in supporting the mastery of language skills. Without vocabulary, we cannot speak, read, listen or write. According to McCharty (1990:8) stated that vocabulary is the experience of most language teachers that the single, biggest component of any language course. Vocabulary is the words to express a wide range of meaning. Development of a rich vocabulary is an important aspect of learning a foreign language.

## 2. The Kinds 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 Scrivener (1994:74) divided two kinds of vocabulary, namely receptive and productive vocabulary.

### a. Receptive Vocabulary

It is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. The receptive vocabulary is also called a passive process because the learner only receives thought from others

### b. Productive Vocabulary

Productive vocabulary is the sets of words which understandable that are used in spoken communication. Therefore,

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

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

a. Function 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 groups 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 include the definite article, the indefinite article, possessives, demonstratives, and quantifiers. Example, the, a, an, my, this, some, etc.
- 4) Pronoun: A pronoun is a word that is used in place of a noun or noun phrases. Example, her, she, they, etc.

b. Content Words (Lexical Words)

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

- 1) 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 are words or group of words which is used in describing an action, experience or state, example, write, and ride.
- 3) Adjectives are words that give more information about noun or pronoun, example, kind, better, etc.
- 4) 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 onther 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.

### 3. 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.

#### 4. Teaching Vocabulary

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 (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 help students learning new vocabulary with an appropriate method or technique.

In teaching vocabulary, the teacher need to use technique that make the teaching learning enjoy. It is useful for the students to understand the material easily. Brown (2000:16) states that technique (also commonly referred to by other terms): any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.

English language learners should practice new vocabulary every day. The students used their new vocabulary to expand the criterion of their imaginary planets. According to Haynes and Zacarian(2010:66) there are some strategies that teachers can use to help their students practice vocabulary.

- a. Thumbs – Up! The teacher say a definition of a vocabulary word. If the students know the word, they raise their hands in a thumb-up position. The teacher then counts to three, and the students quietly say the word.
- b. Find the word. The teacher says a sentence but omits a vocabulary word. Each studetn has a pile of cards with a vocabulary word on each and puts the card with the missing word face down on his or her desk, On the count of three, the students turn their cards over.
- c. Act it Out. Students take one card each frim a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

- d. Beach ball Vocabulary. The teacher writes the vocabulary word on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.
- e. Word Search Vocabulary. The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list the words' definition as clues. When they are done, the students solve each other's puzzles.
- f. Find the Transition Word! The teacher asks students to find the transition words (e.g.; because, however, so, and i ) that link, break, or contrast clauses in a discussion.
- g. Drill activity. The teacher asks students to repeat by using dialog interactive with them using the words that studied. Then after several time, teacher recall students' memory about the word by using test.

These techniques are appropriate in practicing vocabulary. The teacher can use one of the techniques and make sure the technique appropriate with the learning objective of the teaching learning activity. Simulation is one of the techniques to teach vocabulary. Meanwhile, Oxford (2011:254) explains vocabulary learning strategy important. The reason are:

- a. Academic achievement rest largely on vocabulary knowledge. Learners need an extensive vocabulary that can be readily accessed.



- b. Learning how to pronounce, spell and define new vocabulary is important to developing prowess in reading. But other skills such as listening, speaking, and writing also depend on vocabulary knowledge.
- c. Native English speakers will acquire 1.000 word families each year of their lives, until they reach the level of 20.000 word families, 36 and children who are native speakers of English begin school with about 5.000 word families. Many adult learners of English know much fewer than 5.000 word families after several years study, partly because they do not use adequate vocabulary learning strategies.
- d. Beginning language learners must store much vocabulary in their long- term memory within a short amount of time, and vocabulary learning strategies often help. Vocabulary is important part of all content learning. Various available techniques for vocabulary learning can be implemented in the classroom. Language teachers need to explore various techniques in the teaching of vocabulary

##### 5. Vocabulary Mastery Test

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. Clozed test, Closed the concept of closed test is make people to complete the blank pattern (Harjasujana & Mulyati, 1997: 139). Through this procedure students are asked to understand incomplete discourse with perfect understanding. Klare (1984: 687) explains that the close procedure is a procedure proposed by Wilson Taylor as a readability measurement tool in 1953 but this procedure was first used in 1965 by Coleman. The cloze test procedure is a fill-in-the-blank method that can match multiple-choice-based tests as the most popular criterion in measuring comprehension.. Cloze test procedure. Fill-in-the-blank is a form of test such as a multiple choice test, but the missing discourse entry test is not accompanied by a choice of answers (Thornbury, 2002: 133).

## **B. Drill Technique**

### **1. Definition of Drill Technique**

Teacher must have certain skills to teach language, for example in applying a technique in problem solving. To master a skill in learning in class requires intense training to be done. One method that applies exercise as its main focus is the drill method.

The Drill Method according to Pasaribu & Simanjuntak (1986: 64) is a teaching method intended to acquire skills or mastery in what children learn by doing it practically the knowledge learned. In line with this opinion, Djamarah (2010: 32) defines the drill method, also called the

training method, is a good way of teaching to instill certain habits. Also as a means to maintain good habits.

From the definition above, can be conclude that the drill method is a way of teaching by giving repetitive exercises about what has been taught by the teacher so that students gain certain knowledge and skills.

Roestiyah (1998) state that the purpose of drill technique is to make student have:

- a. Motoric skill such as writing and using tools or media.
- b. Improve their intellectual such as calculate
- c. The ability to connect between a situation with other things, such as a causal relationship, the use of symbols or symbols in maps and so on.
- d. To get an agility, the skills about something that students learn by doing it practically knowledge that has been learned and is ready to be used whenever needed.

In this research the objectives to be achieved from the application of this drill method are to improve the students' pronunciation ability in English speaking.

- a. Principle of Drill Technique.

Nana Sudjana (2008 : 87) state that priciple of drill technique are:

- i. Students should be given a instruction before doing exercise,
- ii. Training should be monitored for improvement in the next exercise,
- iii. The exercises do not need to be long but are often carried out,

- iv. Must be adjusted to the student ability level.
- b. The Advantage of Drill Metode
  - Syaiful (2006 : 96) state that the advantages of drill technique are:
    - i. To gain motoric skills,
    - ii. To gain intellegence skills,
    - iii. To create more accurace and speed on students habits..
- c. The Weakness of Drill Metode
  - The disadvantages of drill technique are:
    - i. Inhibiting students' talents and initiatives,
    - ii. Boring,
    - iii. Create rigid habbits.

## 2. Variations of Drill Technique.

Abdul (2007: 56) state that kind of drill technique are:

### a. Work in Group

This technique is done by teaching a group of students to work together in solving problems by working on a given task.

### b. Microteaching

This technique is used to prepare students as prospective teachers to face teaching work in front of the class by gaining the value of knowledge, skills and attitudes as teachers.

### c. Learning Book

This technique is used by teaching students through learning books (modules)

### C. Memrise

Memrise is a language learning application that has different form with textbook teaching in a fun and beneficial learning. According to Karjo and Andriani (2018: 225), Memrise is created in 2005 and released in 2013 by Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton neuroscientist specializing in the science of memory and forgetting.. Memrise online learning provides many features to learn and improve the vocabulary. In the website has been provided many languages that we can choose as our course.

Memrise is appropriate website to improve students' vocabulary and support the students to be master in other languages as many as possible. Then, the students can face the twenty first century as a modern people which is mastering in learning technology with the many interesting features. Memrise combines many ways to make online learning being attractive (Affandi and Syafi'I, 2018: 34) . The learning method in memrise are:

#### 1. Repetition

Memrise uses a drill technique in the form of a question repetition. Questions about a word are repeated five to eight times depending on the accuracy of the user's answer. The repetition result is indicated by the Flower icon starting with the seed icon and ending with the blooming flower icon. This icon represents users who have been able to answer questions about the same word by 80% of a total of 20 repeated questions.

## 2. Multiple choice

Memrise has multiple choice questions drill method. Each multiple choice question has four to eight answer choices. Each answer choice consists of words that will be learned in that session and words that have been learned in the previous session. Students should guess the correct answer by pick the correct answer among the multiple choices

## 3. Short essay

The learning method using short essays is that students are given words in their native language, then they are required to complete the blank words. The blank word is a form of translating the word from the mother tongue. Filling in this short essay uses typing or selecting one by one the help letters at the bottom of the typing column

## 4. Listening

Another method is listening. Listening requires students to listen to the audio by "clicking the sound icon". The students must choose the correct answer according to the sound played. There are two forms of listening, the first sound played to be guessed and the second sound played to match the word in the question.

### **D. Previous Study**

To support this research, the writer refers to the relevant previous research. The first is by Eka Wahyuning Tyas and Dede Nurdyawati (2019). *The Effectiveness of Memrise Online Application on Vocabulary Mastery of the Tenth Grade BDP Students of SMK Al-Furqon Bantarkawung*. This study

focused in teaching vocabulary in The tenth grade BDP (*Bisnis Daring dan Pemasaran*) students of SMK Al-Furqon Bantarkawung using Memrise. This research used pre-experimental. Data analysis or hypothesis testing using T-test.

The differences between first previous study and this research are the respondent are seventh grade students of SMPN 2 Wonotirto, this research using quasi experimental method and independent sample T-test to verify the improvement before and after taught by memrise and with and without taught by memrise.

The second is by Nurul Izah (2019) *Upgrading Students' Vocabulary Through "Memrise" Ap*. This study focused in answer some questions about what is Memrise?, why do students need to use Memrise?, and how do students apply the application?. This research used qualitative descriptive analysis. The instrument is from library research.

The differences between second previous study and this research are this study is focused to verify the improvement with and without taught by memrise, this study using quantitative design with the quasi experimental method, and the data source are from students tests. The data analysis was using independent sample T-test

The third is by Ai Siti Nuralisah and Evie Kareviati (2020). *The Effectiveness Of Using Memrise Application In Teaching Vocabulary*. This study focused in teaching vocabulary in seventh grade student of Senior High School Cililin using memrise application. This research used pre-experimental. Data analysis or hypothesis testing using T-test.

The differences between third previous study and this research are the respondent are seventh grade students of SMPN 2 Wonotirto, this research used independent sample T-test to verify the improvement with and without taught by memrise.

The fourth is by Dian Fadhilawati (2016). *Learning And Reviewing Vocabulary Through Memrise To Improve Students' Vocabulary Achievement*. This study focused in teaching vocabulary in 39-second semester student of faculty of Agriculture and Animal Husbandry at the Islamic University of Balitar by using Memrise. This research used qualitative descriptive analysis. The instrument is from Test and Questionnaire research.

The differences between fourth previous study and this research are this study is focused to verify the improvement with and without taught by memrise, this study using quantitative design with the quasi experimental method, and the instrument was from students tests. The respondent in this research are seventh grade students of SMPN 2 Wonotirto.

The fifth is by Hadfina Liislami Mala et.all.(2018). *The Use Of Memrise To Learn Vocabulary And Pronunciation For Junior High School Students*. This study focused on learning vocabulary and pronunciation using Memrise Application and the method to use the media are tutorial, drill and practice to teach Junior High School students. This research used Class Action Research.

The differences between fifth previous study and this research are this study is focused to verify the effectiveness of using memrise to improve



students vocabulary by using experimental research, and the respondent only seven grade students of SMPN 2 Wonotirto.

In general the differences between the previous study with this research are subject of research and the treatment. The treatment in this research was conducted by online using whastapp application. The subject of research are seventh grade students of SMP 2 Wonotirto.