CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary has crucial aspect for people language life as the thinking or communication process in their social life. Vocabulary is also the main tool for people who learn language or foreign language because vocabulary has function not only for arranging the words but also express the feeling perfectly in writing or speaking. According to Oxford advanced learner's dictionary, vocabulary defines whole words, which a person knows or uses in a particular language; the words that people use in talking about a particular subject. As the language element, Vocabulary is the main tools in helping people understand clearly in communication. In getting the information easily about English, students' have been recognized words in English, so they are easily getting the information about English on their own words. Learning vocabulary through practices builds their individual needs and English development skills, as to communicate their ideas, knowledge and voice effectively.

A set of words that other people understand even in its meaning and using is called vocabulary. To learn a foreign language, especially English, vocabulary become the most clear components of the first attentions language of applied linguistics (Jack C. Richard). To know their meanings of the English words, one has to know also how in English sentence the words work together. Words

represent complex and, often, multiple meanings (Elfrida H. Heibert). In other word, Vocabulary defines as the great number of words which composite as writing language by writer to write what they think from their experience or what they have read and also Spoken language that are used by people in expressing their feeling in their daily life. The good relationship between vocabulary and speaking ability which the more vocabulary students have the more speaking ability they have. Therefore, the teachers have to give attention to support students to learn words.

One of an important part of language learning for the country with English as a foreign language acquisition is vocabulary. Vocabulary mastery holds an important function in the development of the four language skills, and it should be noted that vocabulary mastery is one of the necessary sides of language skills. (Susanto & Fazlinda, 2016). When students from EFL Country like Indonesia being master of Vocabulary will help them to communicate with foreign people and understand the information from other country. The students not only can speak and listen what native speaker says but also the students can comprehend what they read the English word from the signs of public facilities, Guidance book for operating some rapid technologies, book, magazine, newspaper, advertisement etc. Vocabulary can be inferred to be a facility for providing and receiving oral or written information in English. Without knowing a lot of vocabularies, the students will get many difficulties to convey or express their idea. In learning language, learners must know much of vocabulary. Langugae grows and continuously adapts in any sectors, if the

learners have rich vocabulary in English they will have good ability in communication for their future job.

2. The Kinds of Vocabulary

According to Harmer, it is not just words, but vocabulary have a wider range of functions for expressing meaning. Some simple words that refer to one thing may be taught easily. In other hand, the words, which are attached with, are rather difficult to teach because the meaning may be different. According to Jo Ann Aebersold and Mary Lee field classifies into two kinds of Vocabulary:

1) Active vocabulary means learners in their speaking and writing activity can use this vocabulary appropriately or it is called as productive vocabulary. This kind of vocabulary may be little harder to be practiced by learners because they should have good pronunciation in practice including with the collocation and understand the connotation of the word meaning.

2) Passive vocabulary refers to the vocabulary that learners recognize and use in reading or listening activities, also known as receptive vocabulary.

For another reference, Nation has distinguished four kinds of vocabulary as follows:

a) High frequency words

High frequency words define as words which simply occur most frequently in writing material or in the printed text, for example: *in, for, the, of, a, etc*. These words include as function word and content words (nouns, verbs, adjectives, adverbs). This words also known as unmarked in the text because the researched frequency lists may be different with each other,

Nation and Hwang's opine on their General Service List research resulted that 2000 English high frequency words consist 1000 words cover about 77% and 1000 words run about 5% in academic texts. This means about 80% high frequency words is running in the text So igh frequency words are so important to encourage learners in recognizing these common words by sight.

b) Academic words

As a name for these words it is commonly used in an academic book and contains many words that are common in different types of academic texts. For anyone using English for academic purposes are important know. These words typically are composed about 9% in the text.

c) Technical words

Text that is used closely to the topic and subject area of the text. We can find these word lists in technical dictionaries such as economics, geography, electronics, etc. These words are common only in particular topic and subject area not in elsewhere. Technical words make up about 5% of the running words in a text.

d) Low frequency words

These words may be the biggest group of words, which include all the words except high frequency words, academic words and technical words. There are thousands of them also; they cover over 5% of words in academic text. Words like *zoned, pioneering, perpetuity, aired and pastoral* is included into this group.

Meanwhile, some kinds of vocabulary are argued by Judy K (2007), on his book titled The Bridge of Vocabulary which divide into 4 kinds; Firstly, is speaking vocabulary which is used in speaking context. Secondly is reading vocabulary which is used and understood in reading text, Thirdly is writing vocabulary which is expressed our ideas or communication tools in kind of hand writing or printed writing. The more words we can spell is fully affect our writing vocabulary, The last is Listening vocabulary which all words is produced by sound that we can be heard and understood. From explanation above, it can be summarized that there are many different kinds of vocabulary according to some expert. Therefore, some of them classify some kinds of vocabulary based on the context activity, function of words and word using. The varying opinions are not a problem, the main point can be said that the more vocabulary students know, the easier it will be for students to understand some of their English skills.

3. Learning Vocabulary

The huge numbers of English words has challenged the learners and teachers from country which English as the second or foreign language find the best techniques or strategy in teaching vocabulary. Many articles and journals are published by native or non native speaker which aims to share their research findings about some techniques in solving the learners and teachers difficulties. In the context of learning, Technique can be defined the way, tool or media used to achieve the learning target effectively.

According to Jeanne McCarten classifies into two ways of teaching vocabulary to help student in learning vocabulary, as follow:

1) Learning vocabulary in the class:

   a) Focus on vocabulary

   The teacher can basically begin learning process for any level of class about how to ask the meaning of English word that the learners have not known yet. It can use phrases like "What's the word for …. In English?, "How do we say ……. In English?", What does …… it means?" and etc. For the progress level class may use paraphrase like "It's kind of ……", "Its like a ……" and etc.

   b) Offer variety

   Offering variety means teaching in different style. Each students have different learning style either by seeing, hearing or doing something in different situation. This situation urges teacher to teach vocabulary in vary by using pictures, sounds, and another text types as stories, conversation, web pages, questionnaires, news reports, etc. The topic of each context should be relevant to students' interests.

   c) Repeat and recycle

   Learning vocabulary is basically about remembering words. Repeating words loudly effectively helps students remembering words deeply than repeating words silently. This activity actively motivate the students in producing and recalling words more than just seeing a word over.

d) Provide opportunities to organize vocabulary

There are three types of word organization which is meaningful ways to ease in learning vocabulary:

- Real-worlds groups refers to real world, students can list according to the concepts that are familiar. Such as, the countries name, part of the body, the foods type etc.

- Language-based groups are based on linguistics criteria, such as; part of speech words.

- Personalized groups means grouping vocabulary depend on the words they prefer or not, personal habits, personal history or others. Such as, some foods they prefer, or eat often, sometimes, breakfast, lunch and dinner.

e) Make vocabulary learning personal

Students can get more enjoyable leaning experience because the material use vocabulary meaningfully. Students are lead the to say and write true things about themselves or their life experiences.

f) Use strategic vocabulary in class

Some example of a vocabulary conversation:

- Discourse marker (a word or phrase to manage the discourse. Such as; anyway, so, wel and etc)

- Responses(The expression to react what other people say)

- Monitoring expression(The expression to measure how the conversation is going. Such as; *you know what I mean?*)

- Vague expression (The expression which do not need to say in detail but others know what the meaning is. Such as; *something, etcetera, like that, everything, whatever, so on and etc*)

- Hedging expression (the expression which is used to avoid sounding blunt, too direct, too sure, or too "black and white")

- Expressions of stance (The attitude expression of what speaker says)

2) Learning vocabulary out of class

Students can be better learner by setting good learning habit out of class, it includes in learning vocabulary independently by constructing;

➢ Vocabulary notebooks

Students can write on their notebooks such kind of short translation, single word list, labelling pictures and diagrams, completing charts, creating short dialogues and etc.

➢ Research tools

Students freely access an up to date resources from internet such as online dictionary, youtube, online game and etc. They can exploit from this sources effectively for their learning process.

➢ Everyday usage

Related to this point is little harder for students who live in country with English as a foreign language. Students can do some activities like labeling items of furniture in their home, trying to remember the English name for what they see.

4. Teaching Vocabulary

To support the communicative goals, vocabulary is clearly crucial in the main of vocabulary teaching process in the class. Vocabulary is the basic for communication. Teaching vocabulary is a main feature of learning a language because language is word-based (Alqahtani, 2015). Therefore, the teaching of vocabulary needs to teach first in improving students' vocabulary mastery. Without mastering English vocabulary, students experience difficulties in speaking, reading and writing process. Recent research suggests that many teachers may have problems with vocabulary teaching because they are not confident in vocabulary teaching best practices and do not know where to start focusing on vocabulary learning (Berne & Blachowicz, 2008). To help students in learning process, Teachers can apply an attractive media, technique, and strategy in order to support students' comprehensive in the class.

B. Vocabulary Mastery

According to Oxford Dictionary, mastery is a kind of noun which implies great knowledge about or understanding of a particular thing. In other word, Mastery means an ability in understanding about something. As Henry and Prograntz (2006) point out that the ability to comprehend the phonological system of vocabulary both in speech and writing context is called mastering in language. It says that Vocabulary mastery is having a large of total number in vocabulary. The more students are fluent in vocabulary means they have great vocabulary mastery. As Jhon Langan

(1992:442) cites mastering more good vocabulary is easier for students to find new vocabularies that can help them in studying English for the next level of school or in university. Meanwhile, the students will face such difficulties in learning language especially English because of having limited vocabulary.

Learners in learning English must be master the first language component or other languages, which is called vocabulary. So, it can be said that students have to realize in learning vocabulary not only in the class but out of class such from song, English book, English novel or other sources as the stock of English words. This stocks of words can be used for student in learning and using English as communication tool.

In fact, there are still many problems that students encounter in learning vocabulary. Some cases affect the luck of students vocabulary mastery, Ahmad Zulfari and friends (2000) wrote three problems are faced. Firstly, the students are difficult in predict the meaning of word, Secondly, the students are less in understanding about word changes and the last, the students are confusing to know the different forms of particular words. For that reason, the English teacher in the class responsible in planning and implementing the good strategy through some modern leaning Medias. In this research, the researcher tries to investigate Duolingo application as one of the modern learning media in helping students' increases their vocabulary mastery.

C. Duolingo Application

Duolingo is a popular language learning application in freely access through internet connection. The application offers 100 different language courses in 28 languages; 22 courses more are still in development. This means that it can be easier for young learners to learn another language with this application. Not only for teacher and students but also another profession who need to learn another language are freely to access this application.

Teachers can monitor each student's abilities and weaknesses and help them building language abilities (De Castro Ana Paula, 2016). According to the International Journal of English Linguistics "Duolingo is an online language learning website whose aim is to support learning languages ". Language is learned through translation with, according to developers, Duolingo works as well as any leading language learning software.

D. Teaching Vocabulary by Using Duolingo Application

Duolingo is one of the innovative application in helping students to develop their vocabulary knowledge. The colorful and the variations of the test affect the students interest and curiosity about learning in new style. The students will get some benefits in learning English with this application. First, Duolingo helps students get more motivated and have more fun with this application. Second, Duolingo can help learners memorize new words easily because learners can directly see cool pictures and more features while learning new vocabulary. In addition, students can also use the

Duolingo app to understand the meaning of a word. Students not only learn about listening and reading skill but also they can use this app to train their speaking and pronunciation ability through the voice recording test. Duolingo can be played individually in the class after delivering material from the teacher then they can access freely where ever they go. There are some practical and methodical steps for students to learn new vocabulary. Teachers can select and modify subjects based on the government curriculum in the class.

E. Previous Studies

This sub of chapter is devoted to review some results of the previous studies, which is related to present study like Using Duolingo application. Some related study concerning the effectiveness of Duolingo application has been conducted by some researchers. Dina Amalia (2019),*"The Effect of Duolingo Aplication on the Students's Achievement In Vocabulary"*. His research was administered at MTSN 3 Medan. Her subject of the research was the eighth grade students of MTSN 3 Medan and the object of her research was the effect of Using Dolingo Application. Her research is designed quasi-experimental. The data analysis used independent t-test formula by SPSS. Her research resulted that there was significant effect of Vocabulary Self Collection Strategy on students' achievement in vocabulary at MTSN 3 Medan. Based on the SPSS statistical calculation with the significance level 5%, it is shown that to = 3.864 is larger than tt = 1.993. The result of the study was indicated that the use of Duolingo

application can gives a positive effect to develop students' vocabulary knowledge at the seventh grade students ofMTSN 3 Medan.

The second previous study is taken from Abdul Manan Za (2017). He was student of State Islamic Institute of Langsa. The research talks about The Implementation of Duolingo as Media to Improve Students' English Language Skill. His research used survey research including questionnaire. The research was implemented for 26 participants of IAIN Langsa students' whose age are 19-25 years old. The final result from his research displayed that Duolingo can be an effective application for the students at IAIN Langsa.

From those previous studies, There are some different aspects between them and this research. Those differences are,the research from Dina Amalia used Duolingo application to know the students' achievement in vocabulary while this research used Duolingo to improve studnets' vocabulary mastery. Then, the research from Abdul manan Za used survey research which conclude that Duolingo can be an effective learning application for advanced levels for English language learners. Therefore, it may be established that Duolingo application helps students' in improving the vocabulary ability when they are taught using it.