

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Nunan (1991:18), he says that vocabulary is an important element in the acquisition of a second language. Vocabulary is a language area that needs continued growth and development for native and non- native speaker. All four- language skills (speaking, writing, reading and listening) need vocabulary.

b. The Important of Vocabulary

The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing (Nation, 2001).

Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second

language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e.g., Nation, 2001; Alqahtani, 2015).

c. Vocabulary Mastery

According to Cambridge Advanced Learner's Dictionary (2008:45) in (Jenabzadeh 2016, 52-70), vocabulary as all the words a particular individual knows and uses, and all the words in a particular language or subject. Vocabulary is essential to conveying meaning in a second language (L2). It also stated by Sedita (2005:33-45), Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read.

Regarding to Rahman (2016: 3), vocabulary is important for the students to be mastered. If the students master vocabulary, they will easily increase their ability in language skills. When the students are limited in vocabulary development they will get difficulties in mastering language skills. Such activities for enriching one's vocabulary increment those learner's comprehension about these items, assistance him/her to memorising their importance and clinched alongside at long last executing or neglecting them under act (Stein, 2002: 347-348).

In line with Rasouli (2016:40), Vocabulary is fundamental to English language teaching. Without adequate vocabulary, students cannot understand others or express their own thoughts Vocabulary is

defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning.

According to Jackson (2002:202), The vocabulary can be also be differentiated from its meaning, namely synonym, antonym, hyponym, and metonymy.

From the definition above we can take conclusion, vocabulary is important for the students to be mastered. If the students master vocabulary, they will easy to develop their ability in language skill. Without mastering vocabulary, students cannot understand when the teacher explanation the lesson especially in English lesson.

In vocabulary mastery, the students should have to understanding the meaning every word. This same as the idea of Aswal (2010:20), states that vocabulary mastery is one of the factors to master English as foreign language. And then according to Turney (2007:65), states that vocabulary mastery also plays a seminal role in intelligence testing.

Similarly, Hatch and Brown (1995) in Fadlan (2015:15) explain that vocabulary mastery has four components. They are: noun, verb, adjective, and adverb.

Noun refers to a person, place or thing. It can be divided into subclasses. They are proper nouns, common nouns concrete nouns abstract nouns, counts nouns, mass nouns and group nouns. Verbs are word denote action. Nouns that name states, processes and event are

not as noun like physical objects that exist in time and space. Adjective are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. And the last adverb are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentences rather than to noun.

So, based on the experts' explanation above, the researcher concludes that vocabulary mastery is one of factor to master English as a foreign language. It involves the process, identifying the vocabulary mastery element such as : noun, verb, adjective and adverb. The researcher takes all as indicator of this research to be combined with indicators of descriptive text.

d. Vocabulary mastery in Descriptive Text

As descriptive text is included in English curriculum in Indonesia (Kemendikbud, 2013), Noprianto (2017:67) states that descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.

Like others genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, thing, a place, an animal, and or an event.

The others expert from Siahaan (2013: 114-121) stated descriptive text is a text containing two components, identifying and description. The identification is to identify the object to describe while the description is to describe parts, qualities and characteristics of the parts of the object. The social function of descriptive text to describe a particular person, place or thing.

There are four language features of descriptive text, such as specific participant, the use of the adjective to clarify the noun, the use of simple present tense, and action verb. Specific participant has a certain object, is not common and unique. The use of adjective to clarify the noun. The use of simple present tense, the sentence pattern use is simple present because it tells the fact of the object describes. And action verb that show an activity.

In line with Crimmon (1983: 163), descriptive is strategy for presenting a verbal potrait of a person, a place or a thing. It means that when we describe something, we need to capture the details so that the reader can understand what we mean.

Kane (2000) state that descriptive text is description about sensory experience, how something looks, and states. Mostly it is about visual experience, but the description also deals with other kinds of perception. The purpose of the description text is to describe and reveal a particular person, place or thing in details or specific to make the reader be able to visualize the description. It can be concluded that

descriptive text is used to describe everything, which is seen by a writer in detail.

In this research, the writer focus to analyze about vocabulary mastery especially in descriptive text. From the statement above, we can conclude that descriptive text is a text that describe about something, like a people or a thing.

e. Process of Teaching Vocabulary

According to Allen and Azizah in (Firman Rahman Sahuddin 2016), suggested a process of teaching vocabulary for lower intermediate language level which can be applied for junior high school students;

- 1) Teacher chooses an area or category of vocabulary that they want to work in.
- 2) Teacher asks each student to think of word in the chosen area of vocabulary.
- 3) Teacher asks writes some words on a piece of paper and gives it to the teacher to be checked and kept.
- 4) Teacher checks student's works and distributes them to the students. Each student has a piece of paper in the table.
- 5) Match student's paper with the correct answer: make sure no one gets their in work.
- 6) Student matches the word they have been dealt on the blackboard with its definitions.

f. Assesment of Vocabulary Mastery in descriptive text

The purpose of assessing the students vocabulary mastery in descriptive text is to describe a particular person, place or thing.

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50) descriptive is appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds. The purpose of descriptive text is to describe a particular person, place or thing. The generic structure of descriptive text is identification and description of features. Specific participant : has a certain object, is not common and unique (only one).

Oshima and Hogue (1997:50) explain some language features of the descriptive text such as : The use of the adjective (an adjective) to clarify the noun, the use of simple present tense, the sentence pattern used is simple present because it tells the fact of the object described, and action verb: verbs that show an activity.

Based on the above explanation, the researcher sums up that the descriptive text consisting four main points. First, specific participant, then, the use of the adjective, next, the use of simple present tense and the last action verb.

Furthermore, Hatch and Brown (1995) in Fadlan (2015:15) stated that four component in vocabulary mastery. They are :

- 1) Noun. Noun refers to a person, place or thing.
- 2) Verb. Verb are word denote action

- 3) Adjective. Adjectives are used to highlight qualities or attributes.
- 4) Adverb. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentences rather than nouns.
- 5) Pronoun. A pronoun is a word which is derived from the substitute of a noun. A pronoun is used in place of a noun. The noun it refers to is called the antecedent.
- 6) Conjunction. A conjunction is to connect two clauses syntactically but they may also connect two words or phrases in a clause.
Example : she was pretty but shallow.
- 7) Preposition. A preposition refers to a word or phrase which precedes a noun phrase to be related to the word or phrase preceding it. As a result a preposition is generally followed by a noun phrase and the complement.
- 8) Interjection. According to Setiabudhi (2013), an interjection is to express the feeling or sudden feeling. In grammar, there is no relationship with other words in the sentence.

In this research, the researcher combined vocabulary mastery with descriptive text indicators. The combination of vocabulary mastery in descriptive text will be 8 (eight) indicators. But the researcher only takes four indicators. It divides into vocabulary mastery indicators such as: noun, verb, adjective and adverb. And the

indicators of descriptive text such as: specific participant, the use of the adjective, the use of simple present tense and action verb.

Table II.1
Indicators of Vocabulary Mastery in Descriptive Text

Variable	Indicators
Vocabulary Mastery in Descriptive Text	1. The students are able to identify noun. 2. The students are able to identify verb. 3. The students are able to identify adjective. 4. The students are able to identify adverb.

2. Male and Female

a. The Nature of Male and Female

According to Janet Holmes (2001) in (Rahmawati and Ummah 2017:129), male and female are the biological and physiological characteristics that define male and female. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for male and female. So, male and female are categories of sex, while masculine and feminine are categories of gender. Janet Holmes use the two terms in different case. Sex has come to refer to categories distinguished by biological characteristics, while gender is more appropriate for distinguishing people on the basis of their socio-cultural behavior. Olasehinde and Jhon (2014: 517) states gender refers to the social meanings associated with being a male or a female, including the construction of identities, expectations, behaviours and power relationships that derive from social interaction.

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for male and female. So, male and female are categories of sex, while masculine and feminine are categories of gender, Holmes (2001:150).

3. Ability of Male and Female

According to (Janson 2010), male and female have different ability. They may not have equal ability. There is some ability that only superior by one of them. Generally female are superior in some aspect, such as mathematic calculation, vocabulary, found an idea, memoriam and making relation in addition. (Chaer 2009), says neurology research found that for some cases female's brain is superior. It is proved by females's brain have different function with males, and those difference make females superior. Females brain is more ballance.

Even though male's and female's brain do the same work, the mechanism of both of them are different. It caused by the difference of density of neuron in a part of brain. Female's brain has more neuron at the language center (part of brain that process language). Some expert conjecture the cause of female's superior in speaking, reading, and seldom get the study disorder because the ability of female's to use her two hemispheres (left and right when read or do other verbal activities). While the male's only use on of hemispheres.

B. Relevant Research

The research was conducted by Julita(2011) entitled The Difference Between Male and Female Students' Vocabulary Mastery At The Second Year Students of MTs Muhajirin Kualu Nenas At Tambang District Kampar Regency. In this chapter, the writer presents the result of the research, which has been collected from the second year students of MTs Muhajirin Kualu Nenas. The numbers of students' are 28 students consisting of male and female students. The data consists of two variables which are symbolized by X referring males students vocabulary mastery and Y referring to females students vocabulary mastery.

Based on the findings of the research, it can be concluded that there is no significant difference between male and female students' vocabulary mastery at the second year of MTs Muhajirin Kualu Nenas. It can be seen from the value of the test that there is no significance difference result both of them. And, Based on the t -observed ($2.06 > 0.828 < 2.78$) means that null hypothesis is accepted and alternative hypothesis is rejected. In short, vocabulary mastery of male and female students is not different. And, in this ressearch, gender does not influence vocabulary mastery students of MTs Muhajirin Kualu Nenas.

Another study was conducted by Utami at all (2017) " Comparison of English Vocabulary Mastery Between Computer- Gamer and Non-Gamer Indonesian Students". Game has been a part of teenagers' lives. The advancement of technology has led to the development of computer

games. The vocabularies from games could give sample exposure to those who play them. The present study reports the difference in English vocabulary mastery of the computer- gamer and non-gamer Indonesian students and the correlation between frequency of playing computer games and the English vocabulary mastery. The research designs employed were comparative and correlation studies. The participants, 72 eleventh grade students of SMK Negeri 1 Bangil Pasuruan Majoring Multimedia Engineering, were divided into two groups, 36 computer-gamer students and 36 non-gamer students. The data were collected by utilizing a demographic data collection and a free completion test of English vocabularies. The collected data were then analyzed statistically using SPSS 20. The results revealed that there was no statistically difference in English Vocabulary mastery between computer-gamer students and non-gamers for the p-value was 0.589. the result of Pearson correlation which was used to answer the second research question showed that there was a positive but very weak correlation between frequency of playing computer-games and the English vocabulary mastery. It could be inferred from the result that playing games does not really support the vocabulary acquisition of the students and the amount of time spent to play games barely improve their vocabulary mastery.

In conclusion, some researchers were conducted some of differences and the comparison between male and female vocabulary mastery. But, in this research the researcher wants to find out the comparison of vocabulary mastery between male and female especially in descriptive text.

C. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2007) says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. In order to avoid misunderstanding. The indicators of students' vocabulary mastery in descriptive text as follows:

1. The students are able to identify noun.
2. The students are able to identify verb.
3. The students are able to identify adjective.
4. The students are able to identify adverb.

D. Assumption and Hypothesis

1. Assumption

- a. Male and female students' vocabulary mastery in descriptive text are different
- b. Female students' vocabulary mastery in descriptive text is better than male students' vocabulary mastery

2. Hypothesis

Ho: There is no significant difference between male and female students' vocabulary mastery in descriptive text at tenth grade of islamic senior high school 2 Bengkalis

Ha: There is a significant difference between male and female students' vocabulary mastery in descriptive text at tenth grade of islamic junior high school 2 Bengkalis