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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Vocabulary

Vocabulary is one of the language components that should be studied to master the four language skills; listening, speaking, reading and writing. It means that all of the language skills are concerned with the words.

Without mastering vocabulary, we will never be able to acquire a language and cannot convey our ideas clearly. The more vocabulary the students have, the more easily they improve their language skills. If the students have a good knowledge in mastering vocabulary, they can be more active in learning process

Vocabulary is low skill in learning English. According to Nagy and Herman (1997:21), in Day, Carole and Motoo (1991:541) for children, learning English as a first language, as many as 3.000 word may be learned per year between grades three and twelve.

In addition, Tiara KemalaAyu on her scientific journal (2012:2) said that teacher has the important role in teaching vocabulary. She or he will maintain the students to achieve the learning goals.



Vocabulary is a central of language as critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express their in both oral and written forms. According to Hiebert, and Kamil (2005:3) state that Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

2. The Importance of Learning Vocabulary

Stahl and Nagy (2006: 3) stated that the concept of vocabulary is widely used in our life, it is certain for human. The words that people used both expressing and showing who they are. Someone's vocabulary or the choice of words that she or he used gives away her or his social and educational background.

Thornbury, Scott (2002: 13) say “ Without grammar very little conveyed, without vocabulary nothing can be conveyed”. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.

According to Stahl, A Steven and William E. Nagy, vocabulary is closely associated not just with intelligence, but also with knowledge. For a teacher, vocabulary is important, because of the huge differences that exist among their students.



3. Types of Vocabulary

Hiebert, and Kamil (2005:3) divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use.

b. Productive Vocabulary

According to Hiebert, and Kamil (2005:3) Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent use.

4. Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. Vocabulary mastery



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can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

In addition, Schmitt and McCharty (1997: 326) state “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge”. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words in which the learners understand, be able to pronounce correctly and use constructively in speaking and writing.

In this research, the writer chooses verb, noun, and adjective as the focus of this research. This limitation is based on the curriculum used and the student grade.

a. The Synonym

Synonym is a word or expression that has the same or nearly the same meaning as another in the same language (Hornby, 2003). The goal of teaching synonym is to make the students develop their vocabulary knowledge. Synonym of word can be found in the dictionary, thesaurus, and other relevant sources. Synonym itself contains a word of the central but different value.

b. The Antonym

Based on *Oxford Advanced Learners' Dictionary* antonym is a word that opposite of another word (Hornby, 2003). According to Copra, antonym is a word that is opposite or nearly opposite intense a meaning to another word



in the same language. Bahren defines antonym as words or expressions which are opposite in meaning or two words that express opposing concept (Bahren, 2002).

Nazareth in Veronica (2009) explains that antonyms can be form in thefollowing ways:

- a) Completely new word (different from the opposite)

Example; Teacher – Student, Boy – Girl, Seller – Buyer, Fire – Water, Hot – Cool, Good – Bad, Clever – Stupid, Dirty – Clean, Love – Hate, Remember – Forget, Sit down - Stand up, Tell – Listen, Quickly - Slowly, Orally – Written, Public – Private.

- b) By adding the prefix to the given word

Example; Able – Unable, Common – Uncommon, Predictable – Unpredictable

- c) By changing the prefix

Example: Import – Export, Outside – Inside, Income – Outcome

- d) By changing the suffix

Example; Useless – Useful, Meaningless – Meaningful, Careful – Careless



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5. The Nature of Word Mapping Strategy

According to Beck, McKeown, & Kucan, (2002), in Antonacci and O'Callaghan (2012:94) define The Word Mapping strategy as one of the most powerful to teach vocabulary because it engages students in thinking about word relationships. The purpose of the *Word Mapping* strategy is to promote the students' deeper understanding of words through depicting varying relationships between and among words.

The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words; whereas for other words, it may be more helpful to find examples and nonexamples of the words.

The benefits of this strategy are Students learn about words through mapping because it helps them examine the characteristics of the word concepts, categorize words, and see relationships among words that are similar as well as those that may be different. Such activities that are part of the Word Mapping strategy are cognitive strategies that lead to a deeper understanding of words and the concepts.

The purpose of the Word Mapping strategy is to promote the students' deeper understanding of words through depicting varying relationships betweenand among words. The Word Mapping strategy, or semantic mapping, is one of



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the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships (Graves, 2008). The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. Research by Beck, McKeown, & Kucan in 2002 reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge (IRA & NCTE, 2011). Students learn about words through mapping because it helps them examine the characteristics of the word concepts, categorize words, and see relationships among words that are similar as well as those that may be different. Such activities that are part of the Word Mapping strategy are cognitive strategies that lead to a deeper understanding of words and the concepts that they represent.

Teachers need to offer greater support to students who are striving to become proficient readers. During reading, teachers should provide individualized help to students by helping them see word relationships, expanding on the meanings of words, and helping them use references such as glossaries and dictionaries to develop the meanings of the words. Encourage students to use their own maps as a resource and to consult them for reviewing vocabulary and using the words in their writing.



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6. Teaching Vocabulary by using Word Mapping Strategy

a. The Procedures of Word Mapping

- i. Select words for vocabulary instruction. Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the readings and the words that are keys to understanding the text.
- ii. Project a blank word map on the screen. Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.
- iii. Write the key words on the word map. In each blank, write and say the key word that will be taught.
- iv. Use a think-aloud to model how to explore relationships between words. Use the think-aloud strategy to;
 - i. demonstrate how to explore word relationships;
 - ii. think about the meaning of the key word or related words;
 - iii. model how to further the meaning of the word by examples and nonexamples, or synonyms and antonyms, of the word;
 - iv. find the definition of the word in a glossary or dictionary and find its use in context or a discussion with another student about the word's meaning;
 - v. draw a picture of the word to illustrate its meaning in context.



- vi. Record ideas that have been used to explore the word meanings and relationships. During the think-aloud, record information about the word in the appropriate space on the word map.
- vii. Students are directed to use the Word Mapping during and after reading to add information about the key words.
- viii. Students use the Word Mapping for recording new information while they are reading. After reading, they may further develop their word meanings by looking for dictionary definitions, drawing pictures of words, and adding new words from their readings.
- ix. Students share their maps with others. Have students share their maps with the class. During this sharing period, students use the information on their Word Mapping to develop and expand the class map. Students write new information on the group map and are encouraged to revise their own Word Mapping to incorporate these new ideas.

7. The Advantage of the Use of Word Mapping Strategy in Teaching

Vocabulary

The followings are some advantages of applying word map strategy in teaching vocabulary:

- a. They're useful for helping students develop their understanding of a word. They help students think about new terms or concepts in several ways.



- b. It helps students build their vocabulary upon prior knowledge. This strategy helps the students to understand the words by discovering relationship between new vocabularies with their prior vocabulary knowledge.
- c. Visually represent new information by providing picture as illustration of the example. It helps the students in remembering the words because the visual examples are given.

8. Relevant Research

According to Syafi'I (2013: 94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researches.

There are relevant researches which have relevancy to this research.

- a. Zurman in 2011, he conducted a research "The effect of using Mind Map to the students' Vocabulary Mastery of Verb of the ninth grade at SMP Negeri 4 Sungai Penuh in Academic year 2010/2011. He found the significant effect of using Mind Map to the students' Vocabulary Mastery of Verb of the ninth grade at SMP Negeri 4 Sungai Penuh. The design used in his research was action research. He said the benefit of using Mind Map in teaching Vocabulary could increase the student' ability vocabulary mastery. Furthermore, there was a significant effect of using Mind Map to the students'



Vocabulary Mastery of Verb of the ninthgrade students of SMP Negeri 4 Sungai Penuh.

- b. Kusuma Dewi, I Gusti Agung Ayu in 2013, in her research she focused on Increasing Vocabulary Mastery Through Words Mapping of the fifth gade students of SD Negeri 5 Karangasem in Academic year 2013/2014. She found that there was a significant effect of Increasing Vocabulary Mastery Through Words Mapping of the fifth grade students of SD Negeri 5 Karangasem. The design used in his research was classroom action research and conducted into two cycles and each cycle consisted of two sessions and involved four steps namely planning, action, observation and reflection. She said that the benefit of using Words Mapping in the classroom could improve the fifth grade students' vocabulary mastery of SD Negeri 5 Karangasem.

9. Operational Concept

In carrying this research, it is necessary to clarify the variables used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using Word Mapping strategy. Variable Y is the students' vocabulary mastery.

- a. The indicators of variable X (Word Mapping strategy):
 - a) Teacher selects words for vocabulary instruction.
 - b) Teacher projects a blank word map on the screen.
 - c) Teacher writes the key words on the word map.

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- d) Teacher uses a think-aloud to model how to explore relationships between words.
 - e) Teacher record ideas that have been used to explore the word meanings and relationships.
 - f) Students are directed to use the word maps during and after reading to add information about the key words.
 - g) Students share their maps with others.
- b. Students' Vocabulary Mastery (Variable Y) by Penny (1991:60-62)
- a) The students' ability to comprehend the word correctly (from word comprehension).
 - b) The students' ability to use the word correctly (use-grammatical function).
 - c) The students' ability to find the meaning of the word based on the context (Aspects of meaning: denotation, connotation, appropriateness)
 - d) The students' ability to find the synonym, antonym, cohyponym, super coordinates and translation (meaning-relationships).

10. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumed that students' vocabulary mastery was various and using Word Mapping strategy in English teaching process is more effective than without using Word Mapping strategy.

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2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no significant effect of using Word Mapping strategy on students' vocabulary mastery at Junior High School 1 PangkalanKuras.

b. The Alternative Hypothesis (H_a)

There is a significant effect of using Word Mapping strategy on students' vocabulary mastery at Junior High School PangkalanKuras.