

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer describes review of related literature that consist of related study, definition of mastery and kinds of vocabulary.

A. Related Study

There are some related studies that discussed on vocabulary. The first is thesis “the mastery of English vocabulary by the fourth grade students of SDN Langkai 12 Palangka Raya”. Written by : Nanasari Indah, Published in 1997 the university of Palangka Raya, faculty of teacher training and education, Department of Language and art education. The study programs of English education. There were 67 students who had excellent predicate. The students’ average score is 81.34 in interval 80 - 100. Where, 49 students (73.13%) classified in excellent predicate, 6 students (8.96%) classified in good predicate, 5 students (7.47%) classified in fair predicate, 4 students (5.97%) classified in poor predicate and 3 students (4.48%) classified in fail predicate.

Second are research “A comparative study on the students’ ability in memorizing vocabulary the students third year students of MTsN 1 Model of Palangka Raya”. Written by Yuli Suswati, Published in 1426 H/ 2005 M, Muhammadiyah University Palangka Raya, the study program of English.

There were 33 students who had good predicate. The students' average score is 80.93 in interval 80 - <100. Where, 15 students (41.21%) classified in excellent predicate, 19 students (52.12%) classified in good predicate, two students (2.99%) classified in fair predicate and 4 students (6.67%) classified in poor predicate.

Third is "The correlation between vocabulary mastery and speaking ability by the English students of STAIN Palangka Raya". Written by Rosa Dewi Rizeki Amilia, There were 40 students who had good predicate. The students' average score is 79.94 in interval 70 - <80. Where, 22 students (55.22%) classified in excellent predicate, 11 students (29.85%) classified in good predicate, two students (2.99%) classified in fair predicate and 7 students (11.94%) classified in poor predicate.

The writer conducted a study that has similarity and difference to the previous studies above. The similarity about using vocabulary mastery but the writer conducted a study about noun, verb, and adjective. The different studies with the writers' were, first thesis was teaching English vocabulary through pictures to young learners especially to kindergarten students whereas in the present study, subject of the study, and object of the study. The writer different variables focuses on measuring Vocabulary Mastery of Third Semester Students of English Education Study Program of IAIN Palangka Raya.

B. Mastery

1. Definition of Mastery

The mastery is an ability from some people for she or he has in knowledge the specially from language, because this season the writer to study about vocabulary. So the mine of this is ability students into English language specially for vocabulary mastery.

Vocabulary mastery is very important to every language. Each language in the world may have thousands of words, if not hundreds of thousands. The more words that we know out of language, the more eloquently we will be able to communicate our ideas to people. Being able to effectively communicate our ideas to people, we can open up a number of doors, especially when it comes to our career complete knowledge, great skill.¹

The mastery of English vocabulary itself is closely related to the ability of the learner in acquiring the vocabulary. Henry and Pongrantz point out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing“. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

¹ *Ibid*, p. 1331

2. Level of Mastery

Table 2.1

Distribution Frequency and Presentation Score of the Students' Mastery Level in Vocabulary Size of IAIN Palangka Raya.²

No	Level	Interpretation	Letter Value
1	80 – 100	Very good	A
2	70 - < 80	Good	B
3	60 - < 70	Fair	C
4	50 - < 60	Poor	D
5	0 - < 50	Very poor	E

C. Vocabulary

1. Definition of Vocabulary

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary are very important for other people who are learns English language of course used in listening, writing, reading, speaking, and then grammatical English learn. A learner of the foreign language will be speak fluently, accurately, write easily, and understand what other communicated or hears if he or she has enough vocabulary and has capability of using its accurately. Without vocabulary the other people impossible to understand what people say in other language. Base on Oxford advanced learner's dictionary, vocabulary has some definition such as: The total number of words in a language, all the words known to a person or used in a

² Riduwan, *Metode dan Teknik Menyusun Thesis*, Bandung : Alfabeta,2004,p.,110

particular book, subject, etc, a list of words with their meanings, especially one that accompanies a textbook in a foreign language.³

Vocabulary is considered as the most important in a part learning of language. So impossible for the students to read, speak, and write a foreign language without has enough knowledge of vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand what that mean.

Vocabulary is one of the key elements for learners to comprehend another language. Wilkins in Schmitt said, “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”⁴ Vocabulary is largely a collection of items and grammatical is system of rule.

Base on oxford Advanced Learner’s Dictionary, vocabulary has some definition such as:⁵ The total of word in a language, all the word know to a person or used in particular book, subject, etc, a list of words with their meanings, especially on that accompanies a textbook in a foreign language.

Rivers in Nunan also argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structure

³ *Ibid*, P. 1331.

⁴ Norbert Schmitt, *Researching Vocabulary : A Vocabulary Research Manual*, New York : Palgrave Macmillan,2001, p. 3.

⁵ *Ibid*, P. 1331.

and functions we may have learned for comprehensible communications.⁶ It means the consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of a second semester.

2. Kinds of Vocabulary

In English, one of kinds of vocabulary is divide into part of speech in English. They include Noun, Pronouns, Verbs, Adjectives, Adverbs, Preposition, Conjunction, and Interjection. Based on the related of the study, the writer only choose Verb. Because it based on the material of syllabus and the writer test. According to Thornbury, there are two kinds of vocabulary, such as;⁷

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.⁸

a) Prepositions

The preposition is classified as a part of speech in traditional grammar. However preposition as well as conjunction differ form other part of speech in that (1) each is

⁶ David Nunan, *Language teaching*, p. 117

⁷ Scoot Thornbury. *How to Teach Vocabulary*. England : Pearson Education Limited, 2002. p.4

⁸ Betty Schramfer Azar, *Fundamentals of English Grammar : Second Edition*, Jakarta : Binarupa Aksa, 1992, p. 404

composed of a small class of words that have no formal characteristic ending: (2) each signal syntactic structures that *function as one of the other parts of speech* Parts of preposition are:

- I. One point of time (on, at, in)
- II. Extended time, starting at one point and ending at another (duration). They are, since, by, from, for, during, in *or* within.
- III. Sequence of time. Events that follow one another (before, after).
- IV. Position- the point itself (inside), higher or lower than a point (over, above, under, underneath, beneath, below), neighboring the point (near, next to, alongside, beside, between, opposite).
- V. Direction (movement in regard to a point). They are, to-form, toward, into-out of, up-down, around, though, pas (by), as far as).

Prepositions are words or group of words that is used to show the way in which other words are connected.

Example, for, of, in, etc.

b) Conjunctions

Conjunction are members of a small class that have no characteristic form. They function as non-movable structures that join such units as part of speech, phrases, or clauses. They are *and*, *or*, and *but*.

Conjunctions are words that connect sentences, phrases or clauses.

Example, *and*, *so*, *but*, etc.

c) Determiners

Determiners are definite article, indefinite article, possessives, demonstratives, and quantifiers.

Example, *the*, *a*, *an*, *my*, *this*, *some*, etc.

d) Pronoun

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun is "a word that takes the place of a noun". Types of pronoun are:

I. Personal pronoun, it refers to:

- The speaker's person (I and we)
- The second person (you)
- The third person (he, she, it, and they)

II. Relative pronoun refers to noun antecedents which immediately precede them. They are *who*, *whom*, *whose*, *whom*, *which*, and *that*.

- III. Demonstrative pronouns point to someone or something. They are, this, these, that, and those.
- IV. Indefinite pronouns, such pronoun refer to indefinite (usually unknown) *persons* or *thing* or indefinite quantities. Indefinite quantities are; all, another, any, both, each, either, few, least, less, little, a lot (of), lost (of), many, more, most, much, neither, none, one, other(s), plenty (of), several and some.
- V. Reflective pronouns. It is a combination of –self with one of the personal pronouns or with the impersonal pronoun *one*, e.g. himself.

Pronoun is a word that used in place of a noun or noun phrases.

Example, her, she, they, etc.

b. Part of Speech

Content words part of speech are words that carry the content or the meaning of a sentence and are open-class words.⁹

a) Nouns

The noun is the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Types of noun are:

⁹ Jeremy Harmer, *How to Teach English*, England : Pearson Education Limited, 2001,p.37

- I. Proper Noun. It begins with the capital letter in writing. It includes personal names, names of geographic units (such as countries, cities, rivers, etc). names of nationalities and religion, names of holidays, names of time units, word used for personifications-a thing or abstraction treated as a person. Example: Mr. John, Saturday, nature, etc.
- II. Concrete and Abstract Noun. Concrete noun is a word for physical object that can be perceived by the sense-we can see, touch, smell, the object (e.g. flower, girl). An abstract noun is a word for a concept-it is an idea that exist in your minds only (beauty, justice).
- III. Countable or Noncountable Nouns. A countable can usually be made plural by the addition of -s (two girls). A noncountable noun is not use the plural (e.g. water).
- IV. Collective nouns. It is a word for a group of people, animals, or object considered as a single unit. Examples: family, crew, government.

Noun are words or group of words that is 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:

1. Account : Rekening, Akun
2. Achiever : Yang Berprestasi

3. Acoustics : Akustik
4. Action : Tindakan
5. Aactivity : Aktivitas
6. Actor : Aktor, Bintang Film Untuk Laki
7. Addition : Tambahan
8. Adjustment : Pengaturan
9. Advertisement : Iklan
10. Advice : Nasihat
11. Afternoon : Sore
12. Afterthought : Renungan
13. Agreement : Perjanjian
14. Air : Udara
15. Airplane : Pesawat Terbang
16. Airport : Bandara
17. Alarm : Alarm
18. Alley : Gang
19. Amusement : Hiburan
20. Anger : Kemarahan

b) Verbs

Verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence statements, questions, commands, exclamations. Type of verb are:

- I. Predicting or linking verb. It is the chief word in the predicate that says something about the subject (e.g. I *remember* him). A linking verb is a verb of incomplete predication. It merely announces that the real predicate follows. The more common linking verbs are , *be*, *become*, *get* (in the sense of become). *Look*, *remind*, *seem*.
- II. Transitive or intransitive verb. A transitive verb takes a direct object (e.g. he is reading a book). Some transitive verb has developed transitive uses, especially in causative sense (e.g. he always walks his dog at night).
- III. Reflective verb. It requires of the compounds with-self (reflective pronoun) as its object- *express oneself*, *wash oneself*, *pride oneself*, *avail oneself*.
- IV. Finite or non-Finite verbs. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all grammatical properties a verb may have-person, number, tense, voice, etc. meanwhile, Non-Finite *verbs*. Are incomplete verb forms that *function as other part of speech than verbs*. They consist of the infinite forms (to + the simple form of the verb) and participle *-ing* or *-ed forms*.

Verbs are words or group of words which is used in describing an action, experience or state.

Example:

1. Speak : Berbicara
2. Talk : Berbincang-Bincang
3. Listen : Mendengarkan
4. Hiccup : Cegukan
5. Blow : Menghirup
6. Know : Mengetahui
7. Understand : Mengerti
8. Call : Memanggil
9. Go : Pergi
10. Think : Berfikir
11. Tell : Menceritakan
12. Cough : Batuk
13. Climb : Memanjat
14. Borrow : Meminjam
15. Lock : Mengunci
16. Enter : Masuk
17. Return : Mengembalikan
18. Meet : Bertemu
19. Separate : Berpisah
20. Arrive : Tiba

Kind of verb

1) Regular verb

Regular verb is verb 2 or verb 3 and in the end of word have word (d, ed, and ied).¹⁰

For examples (d):

- a) Wave – waved
- b) Arrive – arrived
- c) Complete – completed

For examples (ed):

- a) Call – called
- b) Wait – waited
- c) Play - played

For examples (ied):

- a) Study – studied
- b) Cry – cried
- c) Spy – spied

2) Irregular Verb

Irregular verb or other names is strong verb are verb a like past tense and participle.

For example from past tense and participle:

- a) Let – let
- b) Put – put

¹⁰ Paul Nation, *Vocabulary Size Information and Specification, Second editions, Canada : Canadian Modern Language Review, 2012, p. 1*

c) Read – read

For example from different past tense and participle:

a) Break – Broke – Broken

b) Forget – forgot – forgotten

c) Go – went – gone

c) Adjectives

Adjectives are words that give more information about noun or pronoun.

Example:

1. Aback : Terkejut
2. Long : Panjang
3. Abandoned :Terlantar
4. Long-Term : Jangka Panjang
5. Abashed : Malu
6. Loose : Longgar
7. Aberrant : Berkelainan
8. Lopsided : Miring
9. Abhorrent : Mengerikan
10. Loud : Keras
11. Abiding : Kekal
12. Loutish : Jelek
13. Abject : Hina
14. Lovely : Indah

- 15. Ablaze : Terang Benderang
- 16. Loving : Penuh Kasih
- 17. Able : Sanggup
- 18. Low : Rendah
- 19. Lucky : Beruntung
- 20. Makeshift : Sementa

d) Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence.

Example:

1. Time (now, today, yesterday)
2. Manner (automatically, beautifully, fast)
3. Degree (absolutely, barely, really)
4. Modality (likely, maybe, probably)
5. Frequency (always, often, rarely)
6. Place and direction (here, in, somewhere)
7. Purpose (for a reason, to buy some clothes)
8. Focus (also, just, only)

3. Vocabulary Size

Table 2.2
English vocabulary size of foreign learners¹¹

Country	Vocabulary Size	References
Japan (EFL University)	2.300	Shillaw, 1995 Barrow <i>et al.</i> , 1999 Laufer, 2001
China (English majors)	4.000	
Indonesia (EFL University)	1.220	Nurwei and Read, 1999
Oman (EFL University)	2.000	Horst, Cobb, and Meara, 1998 Laufer, 1998
Israel (High school graduates)	3.500	
France (High school)	1.000	Arnaud <i>et al.</i> , 1985
Greece (Age 15, high school)	1.680	Milton and Meara, 1998
Germany (Age 15, high school)	1.200	Milton and Meara, 1998

On the other hand, Thornbury classify the scale of the words for different level as follow:

Table. 2.3
Vocabulary Size of Foreign Learners¹²

Easystars	200 words
Level one Beginer	300 words
Level two Elementary	600 words
Level three Pre- Intermediate	1200 words
Level four Intermediate	170 words
Level five Upper- Intermediate	2300 wods
Level six Advanced	3000 words

¹¹ Ibid.p. 9

¹²Scott Thornbury, *How to Teach Vocabulary*, p.59