

CHAPTER II

LITERATURE REVIEW

A. The Nature of Vocabulary Mastery

1. Definition of Vocabulary

Learning Vocabulary is one of the most important things for students to do before learning a foreign language. This is because Vocabulary is the basis of language skills, namely speaking, reading, writing, and listening. Vocabulary is the material for discussing the expression of ideas, thoughts, opinions and feelings conveyed in a communication. According to Scrivener (2005, p. 277), "Vocabulary usually refers to single words (e.g., dog, green, wash) and combinations of two or three words (e.g., stock market, CD, blue). Vocabulary is viewed as single words and combinations of words that create language.

In addition, according to the Cambridge Advanced Learner's Dictionary (2008) in Nushi & Jenabzadeh (2016:52), Vocabulary is defined as all words known and used by a person and all words in a particular language or subject. Vocabulary is all the words in a particular subject a person refers to in speech or communication. We know how to write and pronounce words if we have a good command of the language. If students know their Vocabulary, they can have conversations and write simple letters. Students need to improve their Vocabulary as the first basis for learning English.

Furthermore, Neuman and Dwyer (2009: 385) define Vocabulary as follows: Spoken words (expressive Vocabulary) and heard words (receptive Vocabulary). Vocabulary is important because students can only communicate effectively if they have sufficient Vocabulary. Vocabulary helps students express their meaning, ideas, and feelings effectively. Students should be flexible in their use of words that they know and understand. With appropriate Vocabulary, students will know how to convey and communicate their words or ideas to others. Therefore,

Vocabulary can be effective in helping students communicate ideas and opinions both orally and in writing.

Based on the theory above, the researcher concludes that Vocabulary is a series of single words or two or three words that have meaning to help students learn the basics of English before they start learning English skills such as reading, writing, listening, and speaking skills.

2. Vocabulary Mastery

Vocabulary is an important component to consider when learning English. Vocabulary is important in language learning because, with a good vocabulary, students can use words and know their meanings. Vocabulary mastery is complete knowledge or great ability to understand and apply the supply of words from a language with usable meanings that are differentiated according to people, classes or professions (Gardner, 2010 in Septairi, 2021: 28). Therefore, the influence of students' vocabulary mastery plays a very important role in language learning, especially in English.

In vocabulary learning, students' skills during the vocabulary teaching and learning process greatly impact their learning outcomes, including their knowledge of the English language. When students have very low vocabulary, their ability to understand or produce oral and written texts in the four language skills of listening, speaking, reading, and writing becomes easier (Widodo, 2021, as cited in Widodo et al., 2022: 6815). From this explanation, if students have a good command of vocabulary, they also have a good understanding of the four components that are the main elements of the English language.

Furthermore, Fries in Indriarti (2014: 78) explains: "When we think about learning a language, we usually think about learning vocabulary, so we cannot escape from learning vocabulary." This means that the relationship between language learning and vocabulary mastery greatly impacts learning, especially in English. Especially when students need to learn or master vocabulary easily, and students are very easy to master

English. Therefore, it is highly recommended that if students want to know English, they should master vocabulary.

3. Aspect of Vocabulary

Vocabulary mastery can be measured using aspects. According to Ur (1996, pp.60-62), several aspects of vocabulary must be taught or mastered by students in learning a foreign language, namely as follows:

a. Form : Pronunciation and Spelling

The learner needs to know how a word sounds (its pronunciation) and how it looks (its spelling). Teachers must ensure that both aspects are accurately presented and learned when teaching. Pronunciation and spelling are important points to consider when teaching vocabulary.

b. Grammar

Grammar rules need to be understood by students as they learn a new set of words. The words may have unexpected form changes in grammatical context, such as changing a word to connect with another word in the sentence.

c. Collocation

Collocation is the combination of words by placing or arranging them together. The distinctive combination of certain elements is another factor that makes a particular combination sound "right" or "wrong" in a particular context. Some words may have the same meaning but have different exact meanings. Collocations are also often noted in dictionaries, either by listing the entire Collocation under a main word or in parentheses.

d. Aspect of meaning (1) : denotation, connotation, appropriateness

Denotation can be defined as the meaning of a word, which mainly refers to the actual word. This is the type of definition found in dictionaries.

Connotation is the suggestive meaning, emotion and perpetuation associated with a word. A word in the types of positive or negative

feelings it evokes, which may or may not be indicated in the dictionary definition.

Another aspect of meaning is the appropriateness of certain words to look for. These words are used relatively infrequently in writing or certain words in polite speech.

e. Aspect of meaning (2) : Relationship

This is an important aspect of teaching. Because meaning is a relationship, that is, how the meaning of one thing relates to another.

These meanings are:

- 1) Synonyms: items that means nearly same
- 2) Antonyms: items that mean the opposite
- 3) Hyponyms: an item that serves as a specific example of a general Concept.
- 4) Co-hyponyms: other items that are "same kind of thing"
- 5) Super-ordinates: a general concept that "cover specific items.
- 6) Translation: words or expression in the learner's mother tongue that is more or less equivalent meaning to the item being taught.

From this explanation, the researcher chose one aspects to be used in this study, namely meanings. Based on the results of teachers' observations and interviews, students' problems in learning English are difficulties in knowing the meaning of words. Therefore, the researcher focused the research on the meaning and synonym part.

4. Types of Vocabulary

Different types of vocabulary are related to language skills in reading, listening, speaking and writing. Thornbury (2002, cited in Wulandari & Hariyanto, 2019: 252) divides the types of vocabulary into two categories. Receptive and productive vocabulary. Receptive or passive vocabulary refers to native and foreign words that learners recognize and understand because they are rarely used. Productive vocabulary refers to words used by the learner in speaking or writing. In addition, Thornbury (2002), as cited in (Wulandari & Hariyanto, 2019: 252-253), also states

that in learning vocabulary, there are word groups consisting of nouns, verbs, adjectives, adverbs, conjunctions, determiners, pronouns, and prepositions.

The researcher used nouns, verbs and adjectives to study vocabulary learning through recount texts because the material used for vocabulary learning is recount texts. The types of vocabulary contained in recount texts usually contain words that describe personal experiences and these words are verbs, nouns, adjectives, adverbs of time and etc.

5. The Importance of Teaching Vocabulary

Vocabulary is important in learning a foreign language because it is the basic knowledge to achieve understanding in learning and using the language. Vocabulary must be mastered to learn and use the language. Nation (2001), cited in Yokubjonova (2020: 68), further explains the relationship between vocabulary knowledge and language use as complementary: vocabulary knowledge enables language use, and, conversely, language use leads to increased vocabulary knowledge.

Vocabulary is important for successful language use. According to Rivers and Nunan (1991) cited in Alqahtani (2015): 22), Vocabulary is essential to successful second language use without using learned structures and connections for comprehensible communication without an extensive vocabulary. This means that vocabulary is very important in English language teaching and is a tool to communicate with others. I

From the above, we can conclude that vocabulary is the first element in teaching and learning English. The more vocabulary there is, the more information can be conveyed in the language. Conversely, a lack of vocabulary results in difficulty in communicating information. Therefore, sufficient vocabulary is necessary to master a language and even more so to use it to communicate.

B. The Nature of List Group Label (LGL) Strategy.

1. Definition of List Group Label (LGL) Strategy

List Group Label (LGL) is a learning strategy that helps students to improve their vocabulary. According to Mora (2015: 83), a list group label is a strategy that helps students organize and categorize their prior knowledge. It requires students to understand the material in the text provided by the teacher and to enter and sort the terms according to the concept they have identified in the learning process.

In addition, Taba in Macceca (2007: 32) categorizes the list-group-label strategy as a strategy that facilitates brainstorming to classify and organize academic vocabulary about the text. Students are given a topic or concept to think about and begin to individually generate prior knowledge about the given topic by listing what they already know. This helps students learn vocabulary by activating their critical thinking skills or, indirectly, allowing them to build their vocabulary.

Also, group list labels are effectively used at the end of content units in almost all fields of study. Walpole (2013: 173) states this strategy works best when introducing a large amount of new vocabulary. Therefore, a list of group labels can tell students how a word is used by entering the group of words, and they can see that the word can be associated with other words. This allows students to systematically improve their vocabulary and categorization skills.

From the explanation above, the researcher concludes that the List Group Label (LGL) strategy is a strategy that can help improve students' vocabulary by requiring them to display their thinking skills and indirectly they have to think critically to express their opinions based on the topics discussed or the concepts they learn about the vocabulary they actively develop.

2. Procedure List-Group-Label Strategy

Here are some list-group-label procedures according to Swanson (2013: 156):

- a. Start by providing students with readings, general topics, video clips, or images.
- b. Ask students to work in three groups to read, view, or consider the topic provided.
- c. After carefully considering the content of the reading passage, students begin to think about the ideas they have learned. They should write down as many ideas as they know
- d. Next, students should reorganize all the ideas into groups. During this step, it is important to emphasize that students should verbalize and discuss their reasoning with each other as they work collaboratively to create groups of one item.
- e. Finally, students should determine a title for each group of ideas.

3. The Implementation of List-Group-Label Strategy In Vocabulary Learning

As the name implies, List-Group-Label asks students to follow steps in following an activity. Before starting a book or research unit, students are given a story text and asked to participate in the following activities.

a. List

The first activity is to make a list. Each student brainstorms by reading the text provided by the teacher. Before the Group starts, students are asked to list as many words as possible, whether they know them or not. The teacher also asks them to find at least seven words in the text.

b. Group.

The second is grouping. Once each student has completed the brainstorming (List) section, students will be divided into small groups and work together to group their words into logical categories. Each Group will work to categorize the List of word classes into subcategories. In the process, they refine their knowledge of the concept. Students

should work together to combine their lists into a common group list that includes all their words.

c. Labels

After students create categories, they label each category. Students are then asked to find the meaning of each word and to find its synonyms.

4. The Advantages and Disadvantages of List Group Label Strategy

a. Advantages of List Group Label Strategy

Brassel (2010; p. 61) stated that there are three advantages of list group label strategy:

- 1) Encourage students to improve their vocabulary and categorization skills. List group labels can help the students in increasing their vocabulary.
- 2) Helps students remember and reinforce new vocabulary. Helps students remember new words.
- 3) Allows students to organize their verbal concepts. A brief explanation using the label-group-list strategy allows students to not only know the meaning of the word but they can know the meaning based on the concept and context.

b. Disadvantages of List Group Label Strategy

In addition to the advantages of list group labels also have some disadvantages. There is :

- 1) This strategy will not be effective if students cannot interact.
- 2) This strategy is difficult for students with limited English proficiency to generate ideas for labeling words.
- 3) This strategy organizes information by categorizing groups of words; this activity will appeal to high-ability students. Weaker students may find the activity frustrating.

Based on the explanation above, for this group label list strategy to improve students' vocabulary mastery, the researcher has a solution to

this problem. First, divide the students by their level and then mix them with high and low vocabulary knowledge. Secondly, the researcher will prepare an additional vocabulary list from her book before teaching them.

C. Recount Text

A recount text is one type of text. Recount text tells the reality of events. According to Purwanti (Erni, 2016, cited in Rosalinah et al., 2020: 81), "Recount is a type of text whose main function or purpose is to inform readers, listeners, or viewers about past events or statements". It is intended to retell past events to inform the reader. There are important parts of the text.

1. Structure of Recount Text

a. Orientation

The Orientation of the first paragraph of a written report. This paragraph provides all the background information needed to understand what happens next. The writer must provide information about what happened, who or what was involved, when and where, and why to help the audience know what they want to tell.

b. Series of events

It is usually in chronological order. The use of time connectors creates unity between paragraphs. A chronological sequence of events. In this section, students should focus on providing details of the text. The recount text is arranged in chronological order. Visual elements such as maps, charts, and flowchart illustrations. Timelines and photos can be added as students write.

c. Re-orientation

The final section concludes the report by summarizing the results, evaluating the topic, or providing comments. It is optional and is often used to complete the writing by ending a series of events. It refers back to some of the information in the orientation paragraph.

There are several parts that writers should do when writing a recount text. The writer must organize Orientation, events, and

Reorientation. The writer can only write the above formulaic structure because the rules are already in the recount text. The structure of a recount text is also called the generic structure. The genre structure is the elements that must be organized to fit the purpose of the genre. The following is an example of a recount text as follows.

Example of Recount Text

Travel on the Plane for the First Time	
<i>Orientation</i>	
When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled aboard on the plane until 1998. At that time, I was 21 years old.	
<i>Events</i>	
My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.	
<i>Re-Orientation</i>	
After that trip, I like travelling, I also travelled to Korea, France, Germany, Switzerland, Italy, and Australia.	

List-Group-Label

List	Group-Label	Meaning	Synonym
Young	Noun:		
Travelling	-travelling	- Bepergian	- Tour
Came	- procedure	- Cara	- Way
Procedure	Adj :		
New	- Young	- Muda	- Youth
Remembered	- New	- Baru	- Fresh
Excited	Verb :		
	- Came	- Datang	- Arrived
	- Remembered	- Ingat	- Recall
	- Excited	- Gembira	- Glad

D. Previous Study

1. Panjaitan et al. (2020) researched "The Effect of the List Group Label Strategy on Student Vocabulary Mastery". The researcher concluded that applying the list-group-label strategy in class VIII students of MTs Darul Akhiroh Marancar was very good. Based on the data, the average score of

vocabulary mastery before using the list group label strategy in class VIII students of MTs Darul Akhiroh Marancar was 56.59 with the category "poor". After using the list-group-label strategy, the highest score was 87, and the lowest score was 57; the average score was 75 with the category "Good". In this study, applying the list-group-label strategy can improve vocabulary well.

2. Rahmi (2021) researched "The Effectiveness of Using the Student Label List Group Strategy on Vocabulary Achievement". Based on the interpretation table, the percentage of students' average score is 73.31. The score was obtained from the students' vocabulary achievement scores when taught using the label group list strategy in the second grade of SMPN 8 Bukittinggi in the 2019-2020 academic year. Therefore, the researcher can conclude that the label group list is a strategy to make students interested and make it easier to master their vocabulary.