

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Study**

To differentiate this study from the previous ones, the writer explains ten research findings done by others. First researcher is Sasa Astra Pamungkas (2012) who has conducted research entitled “Strategies In Teaching Vocabulary At The First Year In Smp N 2 Bringin, Kabupaten Semarang”. The result of her reseach shows that she find several strategies which is can increase students vocabulary.

The second researcher is Darwin (2019) who has conducted research entitled “Increasing Students Vocabulary Mastery Of The Seventh Grade At Mts Al-Khairat Sandana Through Words On Cards Strategy”. The result of his research shows that after all of treatment conducted, reseacher gave students a post-test to measure students achievement. Students worked by their ownselfs without dictionary. It was found that most of students have a good echievement than before.

The third researcher is Pdt. Partohap S.R. Sihombing, S.Th.M. Pd (2019) who has conducted research entitled “The Effect of using Jumble Letters in Teaching Vocabulary in Eight Grade Students of SMP Negeri 7 Pematangsiantar”. The result of his research shows that the students feel more interested and charming in accomplishing the vocabulary by utilizing jumble letters.

The fourth researcher are Ary Setya Budhi Ningrum and Eti Kurniasari (2014) who has conducted research entitled “The Effectiveness Of Mapping Word In Teaching Vocabulary At The Tenth Grade Of Students Of Smk Hassannudin Pare”. The result of the study shows that there is a critical distinction between the students taught non using mapping word and using it.

The fifth researcher is Dewi Nur Asyiah (2017) who has conducted research entitled “The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students Vocabulary Mastery”. The result of her research shows that concerning insight on teaching and learning vocabulary between the teacher and students are gave positive discernment towards teaching and learning. It was

uncovered that teaching and learning vocabulary should be conducted since it was seen as an influential way to develop students language skills.

The sixth researcher is Sekar Ayu Wardhani (2018) who has conducted research entitled “Vocabulary Learning Strategies Employed By The 8th Grade Students At Smp Negeri 12 Purwokerto”. The result of her research shows that the most oftentimes strategy use dismetacognitive. Metacognitive had interesting strategy to learn new vocabulary like the students learn while listening the music. And metacognitive strategies had highest mean 3.6 among the other. The least frequently strategies that used by the students is cognitives strategies. Cognitive strategies reached mean 2.7.

The seventh researcher is Karuni Humairah Arta (2018) who has conducted research entitled “The Strategies Used By English Teacher To Teach Vocabulary (A Study At Several Mas In Aceh Besar)”. The result of her research shows that English teachers in those MAS were using a few strategies in teaching the vocabulary words to their students, the strategies are despite the fact that not actually like the strategies made by experts.

The eighth researcher is Satuna Indah Wardani (2015) who has conducted research entitled “Improving Students Vocabulary Mastery using Word Mapping Strategy” The result of her research shows that by using word mapping is more helpful and can increase students vocabulary mastery.

The ninth researchers are Hidyda Maulida M.Pd and Tri Winindyasari Palupi S.Pd, M.Pd (2019) who has conducted research entitled “Teaching Vocabulary For The Students with Mental Retardation”. The researcher conclude that teaching vocabulary to the students with mental retardation has a result the teacher and the students of SMPLB BINA SEJAHTERA haven’t good interaction in the teaching learning process. In teaching vocabulary, the teacher does not fulfill the standard of theory yet. The teacher just gives media picture in English book (small pictures), write it on the whiteboard and then she just repeat for the new vocabulary.

The tenth reseacher is Endah Cahyani (2010) who has conducted research entitled “Teaching English Vocabulary By Using Realia To The Seventh Grade Students Of Smp PGRI 2 Palembang” The research concluded that teaching vocabulary

by using realia to the seventh grade students of SMP PGRI 2 Palembang made a good effect for students achievement.

Based on the previous study above, it can be concluded that this reseach have differences and similarity. The differences are place and limitation of the study. Beside, the similarity is all of those reasearch is explain about vocabulary. In this research the writer tries to describe about STRATEGIES IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD NEGERI 3 SOBOKERTO IN 2021 ACADEMIC YEAR, which has not discussd before by other reseacher. Therefore, this research is different from the previous study. The differences and similarity can be seen in the table 2.1 and there is the table 2.1 from the previous study above :

Table 2.1 The difference and similarity from the previous study.

Researcher	Type of Research	Subject of Study	Object of Study	Method Collecting Data
Sasa Astra Pamungkas (2012)	Descriptive Qualitative Research	The First Year In Smp N 2 Bringin, Kabupaten Semarang	Strategies in teaching vocabulary	Interview and observation
Darwin (2019)	Qualitative Research	Seventh Grade At Mts Al-Khairat Sandana	Vocabulary mastery through words on cards strategy	Observation and test
Pdt. Partohap S.R. Sihombing, S.Th.M. Pd (2019)	Qualitative Research	Eight Grade Students of SMP Negeri 7 Pematangsiantar	The Effect of using Jumble Letters in Teaching Vocabulary	Observation
Ary Setya Budhi Ningrum and Eti Kurniasari (2014)	Qualitative Research	Tenth Grade Of Students Of Smk Hassannudin Pare	The effectiveness of mapping word in teaching vocabulary.	Observation
Dewi Nur Asyiah (2017)	Descriptive Qualitative Research	-	Perception, strategies, and influences on students' vocabulary mastery	Interview and observation
Sekar Ayu Wardhani (2018)	Qualitative Research	8th Grade Students At Smp Negeri 2 Purwokerto	Vocabulary learning strategies employed	Observation and test

Karuni Humairah Arta (2018)	Descriptive Qualitative Research	English teacher	Strategies used by english teacher to teach vocabulary	Interview and observation
Satuna Indah Wardani (2015)	Descriptive Qualitative Research	-	Vocabulary mastery using word mapping strategy	Interview and observation
Hidya Maulida M.Pd and Tri Winindyasari Palupi S.Pd, M.Pd (2019)	Descriptive Qualitative Research	The Students with Mental Retardation At SMPLB BINA SEJAHTERA	Teaching vocabulary	Interview and observation
Endah Cahyani (2010)	Descriptive Qualitative Research	Seventh Grade Students Of Smp Pgri 2 Palembang	Teaching english vocabulary by using realia	Interview and observation

From the table above, it can be seen that the similarity from this research is about vocabulary and the difference is in the subject of the study. So, it can be concluded that this reserch is different from the previous one.

## B. Theoretical Review

### 1. Definition of Approach, Method and Strategies

According to Harmer (2001) Approach is refers to theories about the idea of language and principles in language teaching. An approach describes how language is used in other words it offers a model of language skill. An approach describes how individuals get their insight into the articulation and language about the conditions which will advance successful in language learning.

Based on Veronica (2020) Method is a way that is taken and implemented in a real way to achieve learning targets. In its implementation, the method is influenced by various elements such as student participation. While the selection of learning methods is usually determined based on the level of difficulty of the material presented. Because basically each method has its advantages and disadvantages.

Strategy is a plan to implement the learning method so that it can run well. Until now, a lot of learning methods have been developed. The plan is usually formulated in the form of steps and stages in the RPP (Issac, 2010). So from the explanation above can be summarized that approach, method and strategy is different. Approach is the theory of learning, method is a variety of different ways used in each teaching process and strategy is a plan or what stages will be carried out during teaching learning process.

## **2. Definition of Vocabulary**

The fundamental unit in learning language is word or vocabulary. Releasing vocabulary has enormous impact in learning English. According to Hornby (1995), “vocabulary is a list of words with their implications”. Vocabulary is an important thing in English, because if the student only have a little vocabulary they would not be able to learn English well. According to Ur (1998) vocabulary can be characterized as words that are taught in a foreign language. There are many ways to increase number of vocabulary. Students can make a note to list their own word in English. After that they can memorizing the word.

Based on Hatch and Brown (1995), vocabulary refers to words for a specific language of a language might be used. Furthermore, Mc Whorter (1989) says that vocabulary implies the ability to perceive individual words and to connect meaning with the specific mix of structure a word. It means words shaped by a mix of letters address meaning. Here, vocabulary is the the ability or expertise in perceiving word.

From the explanation above, it can be summarized that vocabulary is defined as English word that are owned by students. Vocabulary is a word in foreign language that used to express meaning of language. In addition, vocabulary is an important core of a language learning which is built into a series of words in a foreign language that are used to express a meaning.

## **3. Vocabulary Mastery**

According to Farrell (2013) vocabulary is central to English language teaching because without sufficient vocabulary students can't comprehend and express their own thoughts. Vocabulary is something essential in English, because vocabulary is one of basic element in English material. To know English words and meanings must know the vocabulary first. Vocabulary is needed by students in communication. The students can't do communication without comprehending vocabulary. In other word, students does not have skill in English without mastering English vocabulary.

Mastering vocabulary is one of the components to master English as foreign language. It means that the students should have the skills in comprehension and using the word and meaning. Mastery of vocabulary can encourage students to speaking English. By having a large vocabulary, students can improve their English skills. But, there are still many students who have a little vocabulary.

To sum up, vocabulary mastery is an important component of English language, it helps student to communicate effectively in English without strategies and

an extensive vocabulary. Then, if the students have vocabulary mastery, the students will be able to pronounce English easily. This happens because when students memorize a new word students also memorize how to pronounce the word which can be used in speaking English.

#### **4. Strategies in Teaching Vocabulary**

In teaching vocabulary, teachers need strategies to teach new words and that strategy should make it easier for the students to understand. According to Coxhead (1998), the principle of vocabulary teaching is to feature a few contemplations for teachers to create a plan to teach vocabulary. The teacher usually gives a word that is not known by the students. Then, students can also write the words and understand the meaning of the vocabulary so that students' vocabulary will increase.

Based on David (1971) teaching strategies is a plan or method of activities intended to accomplish a specific educational goal. Based on the clarification above, it can be concluded that teaching strategy is a plan that contains a movement of activities between the teacher and students to accomplish specific educational goals. There are several strategies of teaching English vocabulary :

##### **a. Select**

Students should select the word then ask the teacher about information of the word.

##### **b. Remember**

After students find and select a new word, they are able to memorize the word.

##### **c. Repetition**

In this step, students should repeat a new word all the time to make it easy for students to understand the word.

#### **5. Teaching Vocabulary**

According to Brown (1980), teaching is an expertise for it requests the ability achieved from significant speculations and practice to help the students expertly in releasing so that they can acquire the linguistic and communication competence in the language. Teaching is facilitating and guiding learning the students. In teaching English, a teacher must consider many things, because teaching is the process of giving knowledge to somebody that will cause students to know to accomplish something.

Vocabulary is the knowledge of the word meanings. As Steven Stahl (2005) puts it, "Vocabulary is knowledge of a word's definition, yet additionally gathers how

that word gets into the world”. Vocabulary isn't something that can anytime be totally ruled; it is something that develops and creates all through a lifetime. Guidance in vocabulary includes undeniably more than looking into words in a word reference and utilizing the words in a sentence. Vocabulary is obtained unexpectedly through circuitous openness to words and purposefully through explicit guidance in specific word-learning strategies.

According to Michael Graves (2000), there are four elements of an compelling vocabulary programs:

1. wide independent reading to expand word knowledge.
2. instruction in express words to upgrade appreciation of texts containing those words.
3. instruction in word-learning methodologies, and
4. word awareness to motivate and improve learning.

In addition, Hornby (1995) defines teaching as offering guidance to someone knowledge and skill. Based on that explanation, teaching vocabulary is an action where the teacher gives the students knowledge and how to use it in daily life.

## **6. Principles of Teaching Vocabulary to Young Learners**

There are many theories about teaching vocabulary guidelines and principles. According to Nation (2005), six principles in the teaching vocabulary which should to be met are (1) continuing to show clear and simple teaching without any complicated clarifications, (2) relating present teaching to past knowledge by showing a model, (3) using both oral and written presentation, (4) focusing on words that are currently known, (5) telling students in the event that it is a high repeat word that is significant for future thought, and (6) not acquiring other obscure or inadequately realized related words like close to synonyms. Lastly, according to Graves (2006), giving rich and changed language encounters, showing individual words, teaching word-learning strategies, and building mindfulness in writers and readers are frameworks for fruitful vocabulary programs.

During this Corona virus outbreak all of the class is do online by Whatsapp. Problems commonly found in teaching vocabulary is students poor memorization and learning motivation. Students should be trained to memorize words. According to Shen (2003), “memorization is important for vocabulary learning: if words can’t be reflected.

Few are probably going to be delivered appropriately”. Therefore, memorization is necessary when students learn vocabulary.

## **7. Characteristic of Young Learners**

According to Curtain and Dahlberg (2004) are divided into four base on their age, they are first, Pre-school student ages 2-4 years ordinarily still at kindergarten school. Secondly, Primary student ages 5-7 years and thirdly, imiddle students ages 8-10 officially at elementary school and the last Early young adult student ages 11-14 officially at Junior high school. As a teacher, it is better that before teaching young learner, teachers should know the characteristics first in order to easy to understand them. Halliwell (1992) clarifies the characteristics of children as follows:

- a. Children are now excellent in interpreting meaning without necessarily understanding the singular word.
- b. Children as of now have extraordinary ability in utilizing restricted language imagination.
- c. Children have a prepared creative mind, youngsters words are loaded with creative mind and dream, and it is more than just matter of satisfaction

From description above, can be concluded that teaching English to young learners at elementary school level is not quite the same as adult. So that the teacher of English to young learners need to understand the theory of language teaching and figuring out how to apply with this situation and teacher also make fun teaching learning process to make the children keep on learning. Moreover, young learners should to hear language being utilized to discuss things they can see and feel, what they are going to encounter particularly identified with their daily activity, what they care about, and what they are interested about.

## **C. Theoretical Framework**

The writer is interested in investigating the strategies in teaching vocabulary. This chapter analyzes what the strategies in teaching vocabulary. The researcher wants to give description of the strategies in teaching vocabulary to the fifth grade students of Sd Negeri 3 Sobokerto in 2021 academic year. Therefore the researcher presents theoretical framework of this study as follows :



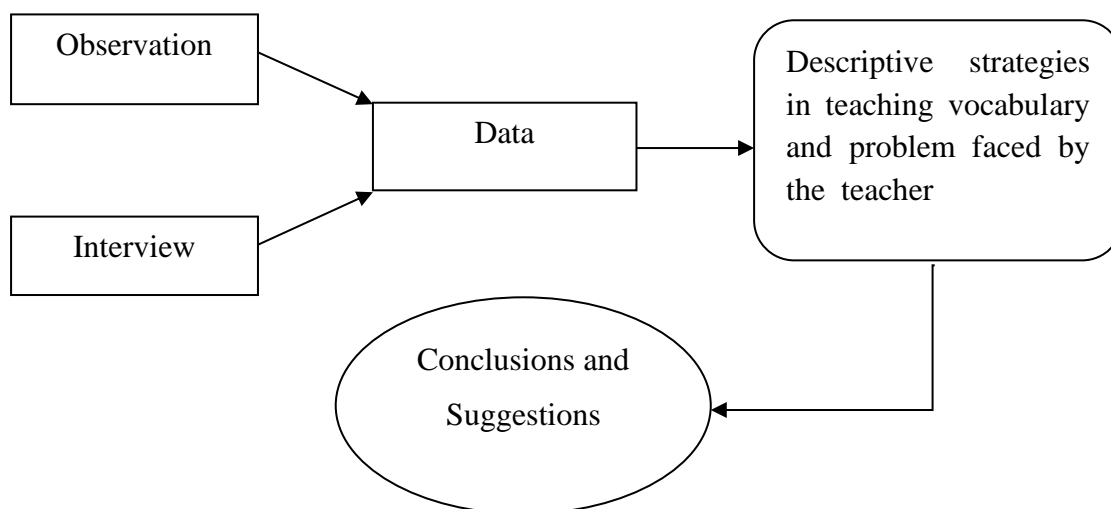


Figure 2.1 Theoretical Framework of Present Study

The figure above shows the theoretical framework of this study. This study was conducted by using observation and interview. The components of this study were the observation made for the teacher while teaching learning process. However, this study aims to describe the strategies and problem faced by English teacher in teaching vocabulary.