CHAPTER II

REVIEW OF LITERATURE

This chapter discussed the theoretical review, previous study, theoretical framework, and hypothesis.

A. Theoretical Review

This sub-chapter discussed the theoretical description of the key concepts in this research. More explanations are presented below.

1. The Nature of Vocabulary

This section discussed the definition of vocabulary and types of vocabulary.

a. Definition of Vocabulary

Vocabulary is one of the language aspects. According to Linse (2005), vocabulary is a collection of words that an individual knows. While in webster's dictionary (1985:1073), vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class and individual. Moreover, Diamond & Gutlohn (2009) defined vocabulary as the knowledge of words and word meanings. Vocabulary knowledge is something that cannot be fully mastered. It is something that expands and deepens throughout the lifetime. Vocabulary is a core component of language proficiency and provides many bases for how well learners communicate with each other Khoii & Sharififar (2013). Vocabulary is the immediate access to language. It is like the foundation of the

building. Without words, there would be no language structuresZahedi & Abdi (2012).

b. Types of Vocabulary.

There are two types of vocabulary that are receptive and productive vocabulary. Receptive vocabulary is the capability of students to comprehend a word to listen (hear) and read (see). Furthermore, productive vocabulary is the students can produce a word when they use it in their writing and speaking (Aziz, 2015).

1) Receptive Vocabulary

Receptive vocabulary is students' understanding of vocabulary meaning when they are reading a text or listening to it. Students know and understand the meaning of words in the text they have read, but receptive vocabulary is not used to speak and write. Learning responsive vocabulary focuses on the form in which the teacher usually gives the meaning of the words by using the word in the sentences.

2) Productive Vocabulary

Productive vocabulary is the ability of students to pronounce a word or vocabulary. Students can use productive vocabulary in speaking and writing skills. Productive vocabulary can be considered as a process of an operative word because students can express their thoughts and feelings understood by other people.

c. The Indicators of Vocabulary

According to Cameron (2001: 78), as cited by (Andriani & Sriwahyuningsih, 2019), vocabulary skills include pronunciation, spelling, grammar, and meaning. The explanations are presented below.

1) Pronunciation

Pronunciation is one of the aspects that have a great influence on vocabulary. Pronunciation is how a particular person pronounces a word of a language. Students need to listen to a new word in a foreign language in the order they can notice the sound at the beginning and at the end, the stress patterns of the word. There is different pronunciation between English and Indonesian vocabulary. Every language has a special phoneme. English has a different sound from Indonesia/ Malaysia sound. Therefore, students have problems with pronunciation. The students have difficulties for some reasons. The first reason is that some sounds of English do not exist in Indonesia. The phoneme /o/ (thin) and /Ө/ (this) are found, it is not found in Indonesia. Therefore, in learning pronunciation, one must learn not only to form sounds correctly but also to use them in the correct place

2) Spelling

Students need to know the letters and syllables that make up the word; that is called spelling. Spelling is the act of correctly forming words from an individual letter or how a word is spelled. Sound-

spelling mismatches are likely to cause errors in pronunciation or spelling and can contribute to a word's difficulty. While most English spelling is pretty law-abiding, there are also some glaring irregularities.

3) Grammar

Also problematic is the grammar associated with the word, significantly if it differs from the mother language equivalent. Remembering whether a verb enjoys, love or hope is followed by an infinite (to swim) or an –ing form (swimming) can add to its difficulty.

4) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point.

2. Concept of Semantics Mapping Strategy

This section discussed the definition of semantics mapping strategy and the role of semantics mapping strategy in teaching vocabulary.

a. Definition of Semantics Mapping

According to Khoii & Sharififar (2013), semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying words related to one another in categories. It is the adaptation of knowledge by displaying in categories word to another. Moreover, Semantic mapping provides students with a visual means of organizing

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content information Foil & Alber (2002). On the other hand, *semantics mapping* is also defined as using a graphic organizer to map words related to the vocabulary word, naming synonyms, antonyms, and relationships between the words in the map Phillips (2016). In addition, semantics mapping is one of the strategies which can be used to teach vocabulary in the classroom. The learners must think out many related words based on the lesson's topic.

b. Semantics Mapping in Teaching Vocabulary

Semantics mapping is essential in teaching vocabulary because the students discover the conceptual relationship between words. Diamond & Gutlohn (2009) states that the semantics mapping strategy guides learners to use words and ideas in their word and concept repertoire to help them associate meaning with words they do not know. It is believed that this will lead to deeper learning and thus longer retention of the learned words.

Moreover, according to Stahl & Vancil (1986), In semantic mapping, the teacher selects keywords and other target words from the material the student reads. The keywords are listed on the board, and students are asked to suggest gesture terms related to the keywords. The teacher writes the suggested words in a list on the board, just as the student suggests. A map is created from this list. Learn more about the relationship between keywords and target words. Students are then asked to classify each section of the map.

3. Teaching Vocabulary for Young Learners

Vocabulary development is an essential aspect of language development Linse (2005). Building up vocabulary knowledge is the basis for learning a foreign language at the primary level Cameron (2001). Learning English vocabulary is a continuous process that needs systematic repetition to motivate young learners in learning English, Indrasari et al. (2018). Furthermore, teaching vocabulary to young learners is challenging and not easy. Young learners are children between the ages of 5-12 years Linse (2005). Teaching English to young learners is different from teaching adults. The teacher should be creative and be able to deliver the material to be understood by students and make them interested (Susanto, 2017). In addition, the teacher should find out the appropriate strategy which will be applied to the students. Teaching vocabulary to young learners needs to be prepared to gain the target of language teaching.

B. Previous Studies

Several previous studies related to this research have similarities and differences. The first is research by Reza& NA Azizah(2019)entitled "Semantic Mapping Strategy on Students' Vocabulary Learning Result" This experimental study found that semantics mapping strategy positively impacts students` vocabulary learning results. It can be seen from the result of the research. It shows that the student's vocabulary learning results in the experimental class, which treated the use of semantics mapping strategy, are significantly higher than in the controlled class, which used conventional

strategy. The similarity of this research is the variable. It used semantics mapping as the independent variable and vocabulary learning as the dependent variable. The differences in this research are the research design and the subjects of the research. It used an experimental research design and used senior high school students as the subject.

The second is research conducted by Zahedi & Abdi (2012) entitled "Semantic Mapping or Rote Memorization: Which Strategy Is More Effective for Students' Acquisition and Memorization of L2 Vocabulary?". This research found that semantics mapping and rote memorization can be used in the classroom to teach vocabulary. However, the result shows a different impact on students` performance. Semantics mapping significantly impacts students` memorization of words more than rote memorization. The similarity of this research comes from the variable which used semantics mapping as one of the variables. Differences come from the research design and subjects or participants of the research. This previous study used a quasi-experimental research design, and the participants of this research were students aged 19 to 27.

Moreover, Nilforoushan (2012) research entitled" The Effect of Semantic Mapping Strategy on EFL Learners' Vocabulary Learning" found that students taught using semantics mapping perform better in vocabulary achievement tests. So, suppose students are exposed to vocabularies through semantic mapping. In that case, they can have better general vocabulary knowledge and improved deep vocabulary awareness in terms of the

evaluation and potency dimensions of the skill. The similarity of this research is the semantics mapping strategy used as the variable. Moreover, this research differs from the subjects that used intermediate students. Intermediate students are students in ages junior high school and senior high school.

In addition, the finding in this research may help the teacher teach vocabulary. Semantics mapping can be used as a teaching strategy in the classroom. Using semantics mapping may be beneficial to improving the teaching-learning process, especially in teaching vocabulary. On the other hand, previous research shows that semantics mapping positively impacts vocabulary knowledge. It motivates the researcher to apply a semantics mapping strategy to teaching vocabulary to young learners.

C. **Theoretical Framework**
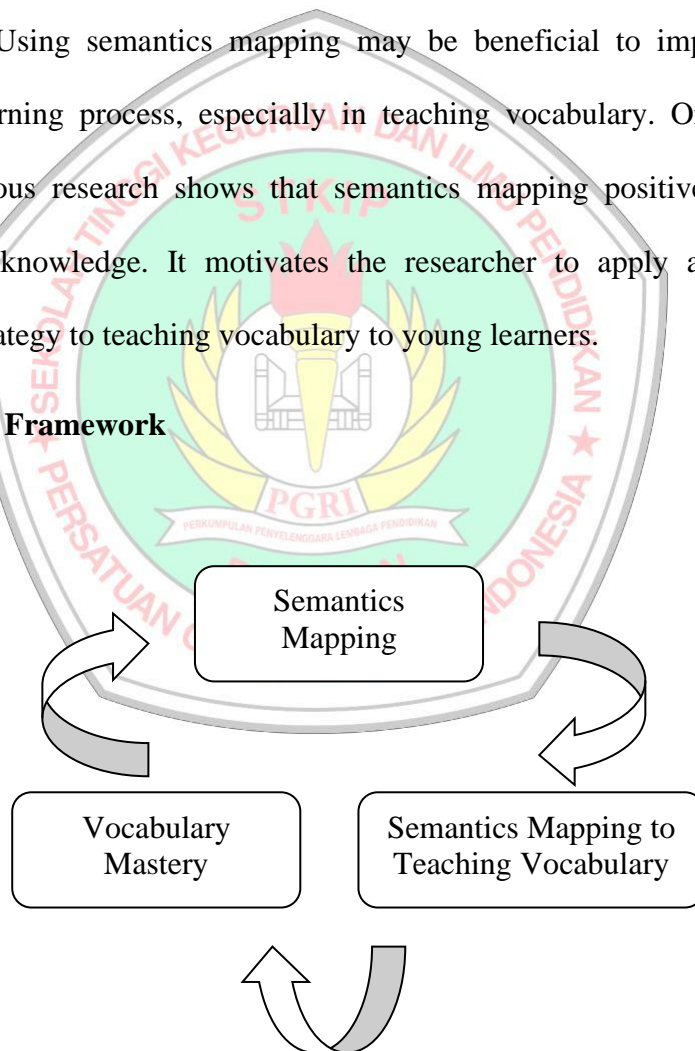
Vocabulary is one of the critical aspects of learning a language. Vocabulary is defined as the collection of words that an individual knows. Students should learn vocabulary if they want to learn the language. Vocabulary is essential to mastering four language skills: reading, listening, speaking, and writing. Students with a lot of vocabulary knowledge find it easier to master a language.

On the other hand, introducing English to young learners is challenging. In order to make the students focus, something interesting should be brought inside the classroom. Semantics is one of the potential strategies for teaching vocabulary to young learners. Semantics mapping guide strategy guides learners to use words and ideas available to them in their words and concept to help them associate meaning with words they do not know. It will be a strategy to make students active in the classroom. They also teach to be creative in looking for the relation of words. Therefore, the researcher assumed that the semantics mapping strategy positively impacts students` performance in learning vocabulary.

D. Hypothesis

Based on the theoretical review above, the researcher formulated the hypothesis as follows:

Ho: Semantics mapping does not improve students` vocabulary mastery at the seventh-grade students of MTs N 1 Pacitan in the academic year 2021/2022.

Ha: Semantics mapping can improve students` vocabulary mastery at the seventh-grade students of MTs N 1 Pacitan in the academic year 2021/2022.