

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The Theoretical Framework**

##### **2.1.1. Definition of Vocabulary**

A word is microcosm of human consciousness (Vygotsky, p.1). All language have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Even in our first language we are continue learning new words, and learning new meanings for old words. Vocabulary is seen as a important component of language. The linguist David Wilkins in Thornbury (2008, p. 13) strictly argues that “ without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. In addition, Allen (1983) states, experienced teacher of English as a second language know very well how important vocabulary is. Getting to know vocabulary according to some experts that is as a ‘dictionary’ or a set of words (Takac, 2008, p.4). Similarly, Cambridge Advanced Learner’s Dictionary (2008) defines vocabulary as every single of the words that exist in specific language or dialect.

Learning the vocabulary of a second language presents the learners with the following challenges:

- Making the correct connections, when understanding the second language, between the form and the meaning of words (eg. Mouthfeel, grippy),

including discriminating the meanings of closely related words (eg. Lush and plush).

- When producing language, using the correct form of a word for the meaning intended (eg. nose not noise).

To meet these challenges the learner need to :

- Acquisition a critical mass of words for use in both understanding and producing language.
- Remember words over time, and be able to recall them readily.
- Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

#### **2.1.1.1. The Kinds of Vocabulary**

Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

##### **a. Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they can not produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

##### **b. Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the

appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

### **2.1.1.2. The Sources of Vocabulary**

According (Thornbury, p. 32) there are five sources of vocabulary namely:

- List

The value of list learning have been underestimated. Many students quite like learning words from lists – even such oddly assembled lists as the one above. One reason is that it is very economical large numbers of words can be learned in a relatively short time (where learning is taken to mean the ability to recall items in subsequent tests).

- Coursebooks

Coursebook treatment of vocabulary varies considerably: for example, one study of nine beginners' courses showed that the number of words introduced ranged from just over a thousand to nearly four thousand. Vocabulary work in coursebooks is often integrated into text-based activities. This can take the form of pre – teaching of vocabulary in preparation for a text-based task, whether for understanding (as in listening and reading) or for production (as in speaking and writing).

- Vocabulary books

Sometimes vocabulary books are targeted at specific needs, such as business or technical English, or are designed as preparation for public

examinations. Books on phrasal verb have been particularly popular. More often, vocabulary books cover a wide range of general English needs. Of course, books aimed specifically at vocabulary development are not an entirely new thing. The tourist's phrase book is as much collection of words as it is a collection of phrases.

- The teacher

The teacher is a highly productive – although often undervalued – source of vocabulary input. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom process .

- Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the coursebook or their teacher.

### **2.1.1.3 . Importance of Learning Vocabulary**

If the reseacher spends most of students time studying grammar, students English will not improve very much. Students will see most improvement if students learn more words and expressions. Students can say very little with grammar, but students can say almost anything with words (Dellar H and Hocking D, P.13). While vocabulary is largely a collection of items, grammar is a system of rules.

#### 2.1.1.4. Problem in Learning Vocabulary

In learning vocabulary, students get to other factors that make some words more difficult than others are:

- **Pronunciation:** Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or cripes or breakfast, are also problematic.
- **Spelling :** Sound - spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.
- **Length and complexities:** Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability'. Also, variable stress in word families like necessary, necessity and necessarily can add to their difficulty.
- **Grammar :** Also problematic is the grammar associated with the words, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain follows the same patterns as both Spanish explicar and linguish tell, and say he explained me the lesson. Remembering whether a verb like enjoy, love, or hope is followed by an

infinitive (to swim) or an – ing form (swimming) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome: some phrasal verbs are separable (she looked the word up) but others are not (she looked after the children).

- **Meaning :** When two words overlap in meaning, learners are likely to confused them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the words, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with gain the cricket (a sticky wicket, a good meanings will seem fairly opaque to most learners and are unlikely to be easily learned.
- **Range, connotation and idiomaticity :** Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, this is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words (chuck for throw, swap for exchange), may cause problems. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in

English, but its nearest equivalent in other language may mean deviant. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on) will generally be more difficult than words whose meaning is transparent (decide watch). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

#### **2.1.1.5. Definition of Vocabulary Mastery**

According to John (2000: 16) vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym a dictionary-tape definition, or same words in their own language. In learning vocabulary automatically they have to know the meaning of themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

#### **2.1.1.6 The Most Basic Level A Word**

According to Scott Thornbury (2002, p.15). There are two the most basic level, knowing a word involves namely:

Form : The form of the word is sound. It means the sound is noun or verb of the word.

Meaning : The meaning of a word is not just knowing it is dictionary meaning. It also means knowing the words commonly associated with it (collocations) as well as its connotations.

## **2.2. Definition of Learning Model**

Learning model is a illustrated learning form which is start from of begin until the end presented by teacher. In another words, learning model is wrapper or frame of an approach application, method, strategy and learning techniques.

According to (Joyce & Weil, 1980:1) learning model is a plan or pattern can used to a curriculum form (term learning plan length), learning design materials and learning guide in class or another. Learning model can used as pattern choice, that meaning the teachers can choose an appropriate and efficient learning model to achieved educational goals.

### **2.2.1. Definition of Visualization, Auditory, and Kinesthetic**

This modality is a neural workstation, which is much more complex than a television network. Each time a particular neural pattern is fired the same route is as easily reactivated (Restak, 1995, p.95). Although the most of people have three access to visual, auditory and kinesthetic almost everyone can tends one of modalities of learning (Bandler and Grinder, 1981) that acts for learning, processing and communication. People who not only tend to one modality, they

also use a certain combination of modalities that give them certain natural talents and deficiencies (Markova, 1992).

According to Herdian, VAK learning model is a learning model that active learning considers by three pay attention (Visual, Auditory, Kinesthetic) and it can interpreted that learning carried out by exploiting students' potential which have training and developing it. The conclusion that this model can provides that opportunity to the students free directly to learn by using own modality to understanding achieved and effective learning.



**Figure. 2.1. Classroom Things Vocabulary**





**Figure 2.2. Visualization, Auditory, and Kinesthetic (VAK) Learning Model**

#### **2.2.1.2. Reasons to Choose Visualization, Auditory, and Kinesthetic (VAK) Learning Model**

In many classroom there is a mismatch between the learning opportunities presented to pupils and their preferred learning styles. Research evidence suggests that the reasons for this include:

- Lack of understanding of the range of learning styles within the classroom.
- The impossibility of providing sufficient learning opportunities to address the full range of preferred learning styles within any one classroom.
- The tendency for teachers to create learning opportunities in keeping with their own preferred learning styles, believing that if it works for them it should work for the majority of their pupils.
- Unwillingness to provide a choice of outcomes because they are difficult to standardise.
- The likelihood of pupils making inappropriate choices from a range of tasks so that the mismatch persists.

- Concern about behavior management when using kinesthetic activities.
- Time constraints in producing resources.

Having identified pupils' preferred learning styles, teachers face the challenge of planning lessons to accommodate them. It is clearly unrealistic to expect that every lesson will cater equally for visual, auditory and kinesthetic learners. However, it is possible to ensure that each unit of work includes opportunities for all pupils to learn using their preferred learning styles. Planning for a range over time is the key.

### **2.2.1.3. Steps of Visualization, Auditory, and Kinesthetic (VAK) Learning**

#### **Model**

Russell (2011:45) states the learning steps using VAK model as follows :

#### a. Stage of preparation

At this stage, the teacher provides motivation to generate interest and motivation of the students in the following the learning process.

#### b. Stage of delivering and training

At this stage, the teacher directs students to take an active role in learning independently, fun, relevant, and involving the senses in accordance with the VAK learning style.

#### c. Phase performance

Teachers provide reinforcement of conclusions about students work outcomes and learning materials. In addition, the teacher gives information about the upcoming material and then the teacher ends the lesson.

#### **2.2.1.4. The Advantages Of Visualization, Auditory, and Kinesthetic (VAK) Learning Model**

Russel (2011:47) also explains the advantages and disadvantages of the VAK model. The advantages of VAK learning model as follows:

- a. Learning will be more effective because it combines the three learning styles.
- b. It is able to train and develop the potential that the students have.
- c. Provides a hands-on learning experience.
- d. It is able to involve students maximally in finding and understanding a concept through physical activity such as active discussion.
- e. It is able to reach every style of student learning.

#### **2.2.1.5. The Weakness Visualization, Auditory, and Kinesthetic (VAK) Learning Model**

The weakness of VAK model is not many people able to combine the three learning styles. There are the ways to combine:

- The teacher gives vocabulary lists on the whiteboard.
- The students must pay attention to the teacher's explanation.
- The teacher reads one by one how to pronounce and gives the meanings of the vocabulary lists.
- Each of students read one by one of word with pronunciations and meanings it.
- The teacher gives some instruction to students.
- The students to do it.

- The teacher takes out a pen or another things in vocabulary lists.. Which is one of example the vocabulary lists to present to students.
- The teacher gives explanation about adjectives, color, shape, synonym or antonym to compare one classroom thing with others.
- And the students make sentences about a pen or others in vocabulary lists.

Therefore, people who are only able to use one learning style will understand the material only if one focused learning model is dominantly used.

## **2.2. Previous Studies**

There are several previous studies related to research using the Visualization, Auditory, and Kinesthetic (VAK) learning model :

1. Sitorus (2018) conducted the research, The Effect Visual, Audiotory, Kinesthetic Learning Model On The Students' Achievement In Writing Recount Text At Eight Grade Of MTS Al-Wasliyah Medan Krio. The method applies is quantitative method by using experimental research design. This study was conducted with two groups, namely experimental and control class. So, there is significant effect of VAK learning model on students' achievements in writing recount text.
2. Suaib (2017) conducted the research, The Use Of Visual, Auditory, Kinesthetic (VAK) Learning Styles To Increase Students' Vocabulary. This research employed quasi experimental design. This research used cluster random sampling technique. The research data were collected by using two

kinds of instruments namely: writing test for students vocabulary achievement and questionnaire for the students' interest. There is a significant different vocabulary mean score.

3. Damayanti (2017) conducted the research, The Influence Of Using Visualization, Auditory, Kinesthetic (VAK) Learning Model Towards Students' Narrative Text Writing Ability At The Second Semester Of The Eight Grade At SMPN 3 BukitKemuning North Lampung. The research methodology was quasi experimental design. There are 54 students. The instruments was used pre-test and post-test. There was significant influence of using VAK learning model towards students' narrative text writing ability at the second semester of the eighth grade at SMPN 3 Bukitkemuning Noth Lampung in the academic year of 2017/2018.
4. Rasmawati (2019) conducted the research, The Use Of Visual, Auditory, Kinesthetic (VAK) Learning Model To Increase Students' Vocabulary. The researcher used pre-experimental research. The researcher conducted two tests was a pre-test and post-test. Based on the research findings, it could be concluded that using Visual, Auditory, Kinesthetic (VAK) Learning model was effective to increase students' vocabulary at the seventh grade of MTS Aisyiyah Sungguminasa, In other words tge null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted.
5. Wulansari (2016) conducted the research, The Use Of Visual, Auditory, Kinesthetic (VAK) Learning Model To Improve Students' Reading Comprehension. The researcher used A Classroom Action Research. There

were two cycles. Each cycles consisted of planning, action, observation, and reflecting. There is a significant improvement of students' reading comprehension by using VAK learning model.

6. Hardiana and Suyata (2018) conducted the research, The Effectiveness Of VAK (Visual, Auditory, Kinesthetic) Model in Learning of Summary Writing. The researcher used quasi experiment with pretest-posttest control group design. The students consisted of 331 students. The data collected through students' summary writing and observation. There is a significant based on these result, the VAK model is effective in learning of summary writing.
7. Etika, Subiyantoro and Rukayah (2020) conducted the research, The Effectiveness of Visualization, Auditory, Kinesthetic (VAK) Model Toward Writing Narrative: Linguistic Intelligence Perspective. The research used to quasi, pre test, and post test design experimental study with experimental and control classes. The experimental class applied the VAK model and the control class applied the guided inquiry model. The research was conducted on fifth grade students of primary schools in Surakarta in academic year 2018/2019 with a sample of 114 students selected by random sampling tehnik. The effect size calculation showed that the VAK model had a high effectiveness in learning narrative writing skills with a value of  $d = 7.58$ . Based on the theory, related to learning style (Visualization, Auditory, and Kinesthetic) could enhance the increase in linguistic intelligence as an internal factor affecting narrative writing skills. Based on research findings

and theories, it can be synthesized that in terms of linguistic intelligence, the VAK model is effective in improving narrative writing skills.

8. Witari and Wahyuningsih (2019) conducted the research, The Effect of Visualization, Auditory, and Kinesthetic (VAK) Model Toward The Students' Ability In Writing Procedure Text At Grade IX MTSN 1 Regency Of Indragiri Hulu. The researcher used to experimental research. The data collection techniques in this research are observation, test, and documentation. Technique sampling in this research is simple random sample technique. The samples of this research were class IX.4 (experimental class) and IX.6 (control class) of School at MTSN 1 Regency of Indragiri Hulu. Every class consisted of 30 students. The instrument used to collect the data is test (pre test and post test. The data analysis in this research is used t-test. It can be seen the price of observation  $>$ table which means.  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a significant effect on the students' writing skill procedure text at grade IX MTSN 1 Regency of Indragiri Hulu was successful.
9. Ramadian, Cahyono and Suryati (2019) conducted the research, The Implementation Of Visual, Auditory, Kinesthetic (VAK) Learning Model In Improving Students' Achievement In Writing Descriptive Texts. The researcher used to classroom action research was aimed at improving the students' writing skill of descriptive text by implementing VAK learning model. In this study 26 students were selected as subjects. This study was completed through one cycle using VAK learning model. The findings

revealed that students' writing scores increased after the researcher implemented the VAK learning model. It can be inferred from the findings that the VAK learning model succeeded in helping the students to improve their writing achievement. The result of this study implies that VAK learning model can be an alternative to improve the students' writing skill.

10. Pandie M.Pd, Daik M.Pd and Kamau S.Pd (2017) conducted the research, *The Effectiveness Of Kinesthetic Learning Style Towards Students' English Vocabulary Mastery To The Second Grade Of SMP Negeri 2 Kalabahi In Academic Year 2017/2018*. The researcher used to experimental and control class. The total number of students are 44 which consist of 22 students from class VII 1 and 22 students from VII 2. The instrument use to collect the data is test, test is divided forms, namely multiple choice. The method used to measure the students mastery level of using of kinesthetic learning style provided in three themes. The data obtained through pre-test, treatment and post-test from the students. The collected data were analyzed by using formula suggested by Arikunto and also describes the students mastery level namely: excellent, good, fair, and poor. It also mean kinesthetic learning style are effectives to increase the students mastery level of English vocabularies because the writer found that most of the students are easy to understanding the vocabulary by helping of kinesthetic learning style were provided in the list of word.

These are ten previous research findings show that the VAK learning model can give a positive impact on students. However, there are differences between the previous research and the writing research. Previous studies focused on writing and increasing vocabulary, while the writing research was based on the use of the VAK learning model on students' vocabulary mastery. This learning model is very active and effective in helping students understand. Because usually vocabulary mastery makes students passive. Therefore, this learning model is developing through active teaching which only relies on material, but the role of the teacher does not only encourage students by using only one learning model, but trying to combine with other learning models to get greater abilities and cover students' weaknesses.

### **2.3. Conceptual Framework**

English is an international language in communication. English is allowed to be applied anywhere in their own countries freely, for purposes of governmental administrative behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities. So, in these statements, the purposes or studies of English as a tool of communication in the world with other countries and primarily educational language.

In communication, there is vocabulary. Because it is most important in language. Because learning vocabulary, we can broaden our knowledge. Without vocabulary, we cannot talk about what we want to say and in writing. Because it

is the main key. In learning vocabulary, there will be mastered skills. They are listening, reading, writing and speaking.

Teaching vocabulary is not easy. The researcher makes active students' skills by using learning model. Teaching vocabulary is using Visualization, Auditory, and Kinesthetic learning model. So, students can active in vocabulary and feel happy. Visualization, Auditory, and Kinesthetic (VAK) learning model is very important of learning goals. Achievement of Visualization, Auditory, and Kinesthetic (VAK) learning model makes students more comfortable in learning situation, it is easier for students to material understanding and learning successful to students that also depends by teacher who gives an approach by using learning model, methods and strategies to increasing of students' understanding and interested in the subject material.

#### **2.4. Hypothesis**

Based on the theoretical framework and conceptual framework above, the following hypothesis can be formulated:

- (Ho) : There is no significant effect of Visualization, Auditory, and Kinesthetic (VAK) Learning Model on Students' Vocabulary Mastery.
- (Ha) : There is a significant effect of Visualization, Auditory, and Kinesthetic (VAK) Learning Model on Students' Vocabulary mastery.