

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

2.1.1. Definition of Vocabulary

According to Berne & Blachowicz in Alqahtani (2015: 21) Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

In this case, vocabulary is very important in teaching and learning English. In everyday life, we say something, express our feelings and say what we want to say to others. If students do not know the meaning of these words and meanings, they will have difficulty understanding what they read, hear and learn. Vocabulary has a very important role in improving our skills in English. This is one aspect of improving communication skills in English. Without sufficient vocabulary, communication will end up in an unpleasant situation and will make it difficult for students to continue the sentence they want to say. Therefore, it is very important for English teachers to help their students' master vocabulary.

2.1.1.1. The role of vocabulary

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. This importance is proven by Tnanh Huyen (2003) in Asyiah (2017: 294) who define vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

According to Thornbury (2002: 14) vocabulary is largely a collection of items, grammar is a system of rules. And he said learning vocabulary is important because it enriches someone's knowledge of words. As we know, English is an international language used by all foreign countries. So, we have to have a lot of words in English. This can help students communicate effectively and can make students express or express their ideas directly.

According to Richard (2002: 255) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. And they said, without an expensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. That is, we have to learn English vocabulary as best as possible because with vocabulary we can learn language skills, we are even easier to communicate and useful for the process of achieving language teaching goals. In other words, language has a high value in the present.

Vocabulary is a very important subject in language teaching, if we have less vocabulary we will face many problems. However, learning vocabulary is not easy. Even students often have difficulty memorizing and using words when making sentences. Therefore, teachers must make

creative learning and teachers must choose approaches and methods of teaching English to make it easier and more enjoyable for students in learning new vocabulary.

2.1.1.2. The kinds of vocabulary

Thomes (1973) in Hernawati (2015: 204) divided vocabulary into two kinds, they are as follows:

- 1) Oral vocabulary, consist of words actively used in speech.
- 2) Writing vocabulary is the words.

Harmer (1991: 159) in Hernawati (2015: 205) distinguishes two types of vocabulary, namely active and passive vocabulary:

- a) Active vocabulary refers to vocabulary that the students have been taught or learnt and which they are expected to be able to use.
- b) Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce.

In addition, Sudarmi (2008: 6) in Hernawati (2015: 205) divide vocabulary into four types, they are:

- a) Active speaking vocabulary, which is words that speaker is able to use in speaking.
- b) Passive listening vocabulary, which is words that a listener recognize but can not necessarily produce in speaking.
- c) Passive reading vocabulary, which refers to words that a reader recognize but would necessarily, be able to produce.
- d) Active writing vocabulary, which is words that a writer is able to use in writing.

In addition, William Schall (1967) in Hernawati (2015: 205) classifies vocabulary into three types, they are:

- a) Active vocabulary, the words are customarily used in speaking.
- b) Reserve vocabulary, the words that we know but rarely use in ordinary speech, we use them in writing letters and searching for synonyms.
- c) Passive vocabulary, the words we recognize vaguely, but we are not sure of the meaning. Never use them in either in speech or writing, we know them because we have them.

2.1.1.3. The Importance of Learning Vocabulary

Mastery of vocabulary is a very important part of learning English. Vocabulary is not just spelling, pronunciation and grammar but vocabulary is the key for students to be able to understand reading, speaking, writing and listening. Even though the students' grammar is low, if students master vocabulary, it will make students better in their English skills and communicate with other people.

According to David Wilkins in Thornbury (2002: 13) "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Good word understanding can help students communicate. The main purpose of this teaching is also to help students to get a large vocabulary of useful words. In every language lesson, students must introduce and know new words and practice them over and over again, explaining the meaning of the words and how they are pronounced each.

According to advice Dellar in Thornbury (2002: 13) that, if you spend the most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar,

but you can say almost anything with words. Therefore, good vocabulary mastery can help students to express their ideas appropriately. By having a large vocabulary, students will be able to understand reading material, communicate fluently, respond, and write a topic. Conversely, if students are not able to recognize the meaning of the words used by those who say them, they will not be able to participate in the conversation, and cannot express their ideas.

2.1.1.4. The Sources of Vocabulary

Vocabulary is an important aspect in the teaching and learning process, so students have to improve their vocabulary. To be able to increase vocabulary, students must know where the sources of vocabulary in language learning come from. In the opinion of Thornbury (2002: 32) they are:

1. List

Vocabulary learning requires a rich and nourishing diet. Some of these words will be learned actively. Many students quite like learning words from lists.

2. Course books

Coursebook treatment of vocabulary varies considerably. Course books to recycle vocabulary regularly, and often build into their content periodic review stages. Vocabulary work in coursebooks is often integrated into text-based activities.

3. Vocabulary books

There is a wide selection of supplementary vocabulary books now available. This reflects the revival of interest in vocabulary teaching over the last twenty years or so coupled with the need to supplement the often unsystematic treatment given to words in coursebooks.

4. Teacher

The teacher is a highly productive. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes such as Lets see, Now then, Whose turn is it?, Is that clear?, What we're going to do now is, Have you finished yet?.

5. 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 course book or their teacher.

2.1.1.5. The Problem in Learning Vocabulary

In learning vocabulary in English, students must have difficulty. There are several factors that contribute to vocabulary learning problems. In the opinion of Thornbury (2002: 27) they are:

1. Pronunciation

Research show that the difficult words to pronounce was 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.

2. 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.

3. Long and complexity

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 favoring their 'learn ability'.

4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent. 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.

5. Meaning

When two words have different meanings. Learners tend to confuse them. Make and do is an example: you make breakfast and make appointments, but you do your homework and do the questionnaires. After learning the meaning of one word, they may be reluctant to accept a second meaning that is completely different.

6. Range, connotation and idiomatic

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

From some of these factors states that Learning vocabulary may seem very easy, but it is also one of the hardest things to do. Because learning vocabulary is not just learning the meaning of words. When studying English vocabulary, students will also learn about several important aspects of learning vocabulary such as the use of pronunciation, grammar, spelling and so on. Therefore, students often experience many difficulties when studying vocabulary.

2.1.2. Definition of Vocabulary Mastery

Vocabulary mastery is very important to build understanding of meaningful reference. Shamrock in Wardani (2015: 133) states that understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself – it's sound, syntax, and semantics.

According to Sanjaya (2017: 2) Vocabulary mastery is the most important thing in learning language. In order to be able to communicate effectively, the learners should have enough vocabulary on their knowledge. Vocabulary can be developed using different methods and techniques, such as word games, matching picture, guessing words, singing songs, etc. The purpose is to make the material more enjoyable, interesting and challenging.

2.1.2.1. The Essential Steps in Vocabulary Learning

The teacher is curious how the students learn vocabulary. These steps can improve student vocabulary skill. According to Hatch and brown (1995: 370) in Khoiroh (2019: 18), described five essential steps in vocabulary learning, There are:

1.) The encountering new words

The first step in vocabulary learning is encountering new words. The strategies here included: reading books, listening to the TV and radio, and reading newspaper and magazine.

2.) Getting the word form

The second step is getting off a clear image visual or auditory or both of the vocabulary item. According to Ur (1996: 60) in Khoiroh (2019: 18) the word form is about what a word sounds like (its pronunciation) and what a word looks like (its spelling). The steps such as associating new words with words that sound similar in my native language, writing sounds of words using sound symbols from my native language.

3.) Getting the word meaning

The third step is getting the word meaning. It occurs when a student associated with the idea of vocabulary learning. Word meaning is often defined by its relationship to other words. It means that not only about exact or near meaning, but also the opposite meaning. Harmer (2001: 18) in Khoiroh (2019: 19) stated that there is some aspect of word meaning. They are synonym, antonym, Connotation, and denotation. Word meaning can be defined as word definition. The learner can get word definition from some sources. The sources are dictionaries, bilingual friend or teacher explain, and context (Hatch and Brown in Khoiroh, 2019: 19)

4.) Consolidating word form and meaning in memory

The fourth necessary step in vocabulary learning is consolidating word form and meaning in memory. Many kinds of vocabulary learning drill such as flashcards, matching exercises, crossword puzzles.

5.) Using the word

The last step in vocabulary learning is using the word. Harmer (2001: 19) in Khoiroh (2019: 19) stated that word does not just have a different meaning, but also stretched and twisted to fit different contexts And different uses. The learners must use the words inappropriate meaning and context.

2.1.2.2. Implications In Teaching Vocabulary.

According to Thornbury (2002: 30) some implications in teaching vocabulary. They are:

1. By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
2. The learning of new words involves a period of „initial fuzziness“ and the teacher needs to accept it.

3. Learner need to wean themselves off a reliance on direct translation from their mother tongue.
4. Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
5. Teaching should direct attention to the sound of new words, particularly the stressed.
6. Learners should aim to build vocabulary range as quickly as possible.
7. The learning of words should involve the learners.
8. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
9. Multiple decisions about words should be made by the learners.
10. If new words are used to express personally relevant meaning, they may be reinforced.

2.1.2.3. Aspect of Vocabulary

According to Harmer in Dairaby (2019: 19) there are some indicator that should be taught or mastered by student in learning foreign language, they are as follows :

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include.

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used.

2) Antonym

The term antonym is used for opposite meaning of word.

3) Synonym

It means that two or more have the same meaning.

4) Hyponim

It means items that serve as specific examples as a general concept.

5) Connotations

Connotation is the communication value as expressed by virtue of what it refers us, over and above its purely conceptual content.

2. Word Use

Harmer says, it is frequently stretched though the set of metaphor and idiom. We know that the word hiss for example, describes the noise that snake make. But we stretch its meaning to describe the way people talk to each other (“do not move or you are dead,” she hissed).

3. Word Formation

Word formation is also connected with suffixes and prefixes such as imperfect and perfect, inappropriate and appropriate, etc.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on use of certain grammatical patterns such as noun, verb, adjective, etc.

2.1.3. Definition of Learning Model

Learning Model, according to Isjoni in Sundari (2015: 108), is a strategy used by teachers to increase learning motivation, learning attitudes among students, being able to think critically, have social skills, and achieve more learning outcomes.

The learning model is also based on various principles and theories of knowledge, including learning principles, psychological, sociological, systems analysis, or other theories help (Rusman, 2014: 132) in Sundari (2015: 108). In this connection, the learning model is a set of learning materials and procedures on the basis of certain theoretical foundations for specific learning objectives.

The learning model is defined as an overall picture of complex learning with various techniques and procedures being an important part. Within the complexity of the learning model, there are methods, techniques, and procedures that intersect with one another (Huda, 2014) in Sundari (2015: 109). So that the learning model is a complex learning tool that covers methods, techniques, and procedures.

In summary, Ellis'(1979: 275) in Sundari (2015: 109) definition of a learning model will complement this discussion. Learning models are strategies based on theories and research consisting of rational, a set of steps and actions taken by teachers and students, learning support systems and evaluation methods or assessment systems for student learning development. The learning model basically describes the whole that occurs in learning from the beginning, at the time, and at the end of learning to not only teachers but also students.

2.1.3.1. Examples non Examples Learning Model

Example non Example is a learning model that teaches students about the problems around them through analysis of examples in the form of pictures, photos, and cases with problems. Students are directed to identify problems, look for alternative problem solutions, and

determine the most effective way of solving problems, and follow up (Komalasari, 2010: 61) in Shoimin (2014: 73).

The concept of this learning model is generally learned in two ways. Most of the concepts we learn outside of school through observation and also through the definition of the concept itself. Example non Example can use tactics to teach concept definition. This tactic aims to prepare students quickly by using two things consisting of example non-examples of an existing concept definition, and asking students to classify the two according to the existing concept.

According to Hamzah (2005: 113) in Shoimin (2014: 73), example provides an illustration of something that is an example of a material being discussed, while non-examples provide an illustration of something that is not an example of a material being discussed.

According to Istarani (2019:9), the examples non-examples learning model is a series of delivery of teaching material to students by showing relevant pictures that have been prepared and given the opportunity for students to analyze them with friends in groups who are then asked for the results of the discussions they do.

Based on this description, it can be concluded that the examples non-examples learning is a cooperative learning model that uses pictures as a medium for the material being discussed. By providing opportunities for students to analyze the image and then describe it so that it can make student participation.

2.1.3.2. Steps Of Examples non Examples Learning Model

According to Huda (2013: 234) states that, examples non Examples is a learning strategy that uses images as a medium to convey subject matter. The steps in implementing the Example non Example learning strategy can be carried out as follows:

1. The teacher prepares pictures in accordance with the learning objectives.
2. The teacher posts pictures on the board or displays them via OHP.
3. The teacher forms groups of 2-3 students each.
4. The teacher provides instructions and gives each group the opportunity to pay attention to and analyze the pictures.
5. Record the discussion results from the image analysis on paper.
6. Give each group the opportunity to read the results of the discussion.
7. Based on student comments or discussion results, the teacher explains the material according to the objectives to be achieved.

According to Agus Suprijono (2009: 125) in Shoimin (2014: 74), the steps for the examples non-examples learning model include:

1. The teacher prepares pictures in accordance with the learning objectives. The images used are of course images that are relevant to the material discussed in accordance with basic competencies.
2. The teacher posts an image on the board or displays it via the LCD or OHP, or can also use a projector. At this stage the teacher can also ask students for help to prepare the pictures that have been made as well as form student groups.
3. The teacher provides instructions and provides opportunities for students to pay attention to or analyze pictures.
4. Through group discussions of 2-3 students, the results of the discussion from the image analysis are recorded on paper. The paper used will be better if provided by the teacher.

5. Each group was given the opportunity to read the results of the discussion. Students are trained to explain the results of their discussions through representatives of their respective groups.
6. After understanding the results of the analysis conducted by students, the teacher begins to explain the material according to the learning objectives to be achieved.
7. The teacher and students conclude the material in accordance with the learning objectives.

2.1.3.3. Advantages of Examples non Examples Learning Model

According to Shoimin (2014: 76), the examples non-examples learning model has several advantages, including:

1. Students depart from one definition which is then used to broaden their understanding of the concept in a deeper and more complex way.
2. Students are involved in a discovery process, which encourages them to develop concepts progressively through experiences from example and non example.
3. Students are given something that is opposite to explore the characteristics of a concept by considering the non-example part, it is possible that there are still some parts that are a character of the concept that has been described in the example section.

According to Istarani (2019: 10), he also argues that the examples non-examples learning model has advantages, including:

1. Learning is more interesting, because pictures can increase children's attention to participate in the teaching and learning process.
2. Students capture teaching material faster because the teacher shows pictures of the existing material.

3. Can increase the power of students' reasoning or thinking because they were asked by the teacher to analyze the existing pictures.
4. Can improve cooperation between students because students are given the opportunity to discuss in analyzing existing images.
5. Can increase student responsibility because the teacher questions students' reasons for ordering pictures.
6. Learning is more memorable because students can directly observe the pictures that have been prepared by the teacher.

Based on the opinions described above, this learning model can help students in learning vocabulary in addition to making students active and participating, this learning model will make the classroom atmosphere pleasant and students will not feel bored.

2.1.3.4. Weakness of Examples non Examples Learning Model

According to Istarani (2019: 11) there are several deficiencies in this learning model, including:

1. Difficult to find good or quality pictures
2. Difficult to find pictures that match the reasoning power or competence of the students they already have.
3. Both teachers and students are less accustomed to using pictures as the main material in discussing a learning material.
4. The time available is sometimes less effective because discussions often use a relatively long time.

5. Unavailability of special funds to find or procure the desired pictures.

In addition, Shoimin (2014: 76) has another opinion about the shortcomings of this learning model, namely:

1. Not all materials can be presented in picture form.
2. Takes a lot of time.

2.2. Previous Studies

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related of this title are :

1. Ade Yulia Pratiwi Marpaung (2018) conducted the research as "The effect of Example And Non Example Method On The Students' Speaking Achievement". The result of analysis showed that $4.18 > 1.70$ as $T_{observed}$ where t -observed was higher than t -table ($t_{table} =$ with the level of significant $\alpha = 0.05$, the value of t -table 1.68 and the degree of freedom ($df = 39$)).
2. Siti Fatimah(2018) conducted the research as "The Use Of Example Non-Example (ENE) Strategy To Improve Students' Writing Ability For The Eleventh Grade Students At SMA N 1 TUNTANG". This research is Classroom Action Research (CAR). The students' number in this research was 32 students.
3. Aprizon and Puspa Gunday (2019) in his research about "Improving Students' Writing Skill Of Descriptive Text By Using Example Non-Example Strategy At Grade X Of Vocational Madrasah Aliyah Adzqia Belimbing". This research was Classroom Action Research. As the results, the students could improve their writing skill which involved the improvement of mean score of writing indicators; vocabulary, content / ideas, and organization.

4. Lili Ratnasari and Atmazaki (2019) have studied and analyzed "The Influence Example Non Example Learning Models and Student Creativity on Writing Skills". This research was conducted using the experimental method. Data analysis was performed using analysis of variance (ANOVA) with a significant level $\alpha = 0.05$.
5. Sofyan A. Gani and Veni Nella Syahputri (2015) in "The Examples, Non-Examples Technique For Teaching Speaking In English". The sample of study was a class of 45 students as the experimental class and another class of 45 students as the control class.
6. Arisandi Setiyawan and Ina Daril Hanna (2019) concerned in "Improving Students' Speaking Ability By Using Example Non-Example Technique At Second Grade Of State Junior School 1 Larangan Pamekasan". This study is a classroom action research (CAR).
7. Riyyatul Afifah (2018) conducted the research as "The Effectiveness Of Still Picture Media In Examples Non Examples Strategy For Teaching Speaking Of The Tenth Grade Ma Miftahul Ulum Kradinan Academic Year 2018/2019". In this study researcher employed quantitative research approach and researcher applied experimental research. Researcher chose pre experimental design, with one group pretest- posttest. This research employed probability sampling is define as the kind of ampling in which every element in population has an equal chance of being selected with use one class of tenth grade of ma miftahul ulum kradinan. The first the researcher given pretest, the second the researcher applying the example non example strategies, and the last, the researcher gave posttest. After getting score of the test, the data were analyzed and processed by using t-test formula using spss.
8. Henni Subagiharti and Sari Indah Lestari (2020) have studied and analyzed "The Effect Of Examples Non Examples Model On The Students' Achievement In Speaking Skill At Grade X Of SMA N 1 Air Batu In 2019/2020 School Year". This study focuses on the students'

performance in sharing their ideas with the partners by constructing meaning through the selected picture. To achieve the goal of this study, the writer used true experimental design with experiment class and control class design. The population of this study was the students at grade x of SMA N 1 air batu which consisted of four classes and every class consisted about 39- 40 students. The total number of population was 158 students. Two classes were taken as the sample, namely: the students at grade x-3 (40 students) as the experiment class was taught by examples non examples model and x-1 (40 students) as the control class was taught by conventional method. This study used simple random sampling. The instrument of this study was test.

9. Anindita Helsha Faradiba (2017) conducted the research as “The Contribution Of Example Non-Example Strategy, Students’ Motivation And Students Learning Style Toward Students’ Writing Achievement Of Descriptive Text”. The internal factor can be seen from student’s learning motivation and student’s learning style. This research uses quantitative as its approach. The design of this research is associative quantitative research. Then, the research variables consists of two aspects. They are dependent variable which is students’ writing achievement and independent variable which are Example Non-Example Strategy, student’s learning motivation and student’s learning style. Meanwhile, the research instruments, there are questioner and test.
10. Aulia Rahuma and Azwar Ananda(2019) concerned in “The effect of using cooperative learning model type of examples non examples and motivation toward student learning outcomes”. This research aims to find out : (1) The differences outcomes learning of the social student subject between student taught by using example non example model and student taught by using convensional model (2) The differences outcomes learning of the

social student subject between student taught by using example non example model with conventional models by looking from learning motivation. (3) The influence of interaction between example non example models with conventional models. This study is an experimental research (quasi-experiment) with a 2x2 factorial design. Analysis data in this research was use anava statistical test. Research finding suggest that : (1) There are differences outcomes learning of the social student subject between student taught by using example non example model and student taught by using conventional models (2) The students which have high motivation in learning that given by example non example models socialstudent subject are higher than conventional models students. (3) The students which have low motivation in learning outcomes learning of the social student are higher given by using conventional models than use example non example models. (4) There is an influence of interaction between example non example models with conventional models with learning motivation (high – low) on the result of social student subject.

From the previous studies that have been presented above, the researcher used the Example non Example learning model to improve students' vocabulary mastery because this learning model can make students happy in learning, and it is not difficult to follow the lesson because this learning model used images as a learning medium. The writer hopes that students are interested in grammar, spelling, and easier to learn to memorize vocabulary in an interesting way.

2.3. Conceptual Framework

Vocabulary is considered to be the most important aspect besides the grammar, pronunciation, and spelling because it will directly contribute to the mastery of the four language skills, namely listening, speaking, reading, and writing. Besides that, the vocabulary itself can give access to widen students' intellectual development. The more vocabulary the students have, the more knowledge they can understand. In short, it can be said that by enriching the vocabulary, the students will be able to improve their knowledge.

In this case, a learning model is needed that can help students improve vocabulary skills. Example Non Example is model that can be a solution. There are many learning vocabulary available, in this study the writer uses the Example Non Example learning model because it can improve students abilities in learn vocabulary. Apart from that, the use of this learning model makes all students play an active role in finding words and can make students involved to distinguish the image shown according to the material provided. By using the Example Non Example learning model in teaching vocabulary, it can useful for students to get a lot of vocabulary. It can motivate the students to communication English well and can express their idea when they communication. By applying example and non example learning model is expected that the students can be easily to express their idea by analyze the picture with their friends. So, the students will be enjoyed this learning model and the students will be better in learning comprehension.

2.4. Hypothesis

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

(Ho) : There is no significant effect of Example non Example Learning Model on Students' Vocabulary Mastery.

(Ha) : There is a significant effect of Example non Example Learning Model on Students' Vocabulary Mastery.