

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The supporting theory the researcher will be explained some information which includes: Definition of Vocabulary, Types of Vocabulary, Problem of Vocabulary, benefit in learning vocabulary, Previous Study, Conceptual Framework.

2.1.1 The Definition of Vocabulary

Vocabulary was the most important thing that must be understand in one language, there was a lot of vocabulary that must be learned in English books, because without vocabulary no one be able to write and speak and understand the speak language, that means someone not to be able to write and say a word or someone not be able to write a word or sentence if you not have vocabulary well.

According to Kathlen in Marsuni (2005) stated that vocabulary is ability to recognize individual letter that form a word. Hornby in Kusumawati (2010) vocabulary is a total number of word in a language, vocabulary is a list of word, their meanings vocabulary is a list of words and their meaning. These word have meaning and convey a message. While Penni Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in foreign language.

Simiraly, Read (2006:16) Siregar (2013) said that vocabulary is not just a set of individual language learns in the form of vocabulary and the ability to acces knowledge for communicative.

Hornby (1986:478) in Siregar (2013) stated that vocabulary is collection of word that can be use by a person in profession to express that thought. That means the vocabulary is the total number of the word used someone to express languange to be used to communicate.

Based on the above definition, the researcher concludes that vocabulary is a list or series of words used to express ideas or in another sense it is used for general communication. Vocabulary is defined as a large number of words that students must know, not only memorizing the form of the word but also understanding its meaning.

2.1.1.1 Types of Vocabulary

According to Nation (2001, p. 37) in Nur'Aini (2019:10), there are two types of vocabulary, they are as following:

a. Receptive

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

b. Productive

Vocabulary Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

2.1.1.2 The Aspect of Vocabulary

There are aspects in learning vocabulary according to Nation (2001, p. 27) in Nur'Aini (2019:11), there are some vocabulary aspects as follows:

a. Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression.

The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002, p.18), in Nur'Aini (2019:12) the sense relation is divided into four as follows:

1. Polysemy, means the word that have the same collection of sounds and letter but it can have different meaning. Example: birth wing (sayap) - west wing (tanda).

2. Synonym means the words that exactly or nearly the same as each other. While Mc Carthyetal. (2010, p.19), in Nur'Aini (2019:12), defines synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, nice-kind.

3. Antonym means a word that is often defined by its relationship to other words. It also words with opposite meanings Scott Thornbury, (2002, p. 9). Example: cheap-expensive, full- empty, old-young.

4. Hyponymy means the relationship between a word which is a member of a category and the name of category. Kinetal (2003, p. 184), in Nur'Aini (2019:12), "Hyponym is lexical representations that have feature indicating a class to which they all belong".

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English. Due to the fact that they belong to different varieties as happens with many British or American English terms. Nations, 1990 : 51 as cited in Karen, (2000: 6) in Nur'Aini (2019:14).

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometimes a word has two pronunciation or more than two pronunciation.

d. Word classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective, and preposition. The

classification of the words of a language in this way depends on their function in communication.

e. Word use

Word use is the way a word, phrase, or concept is used in a language. Word use refers to how is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

2.1.1.3 The Problem in Learning Vocabulary

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

1. Pronunciation

Research show that words are difficult to pronounce are more difficult to learn. Potential 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 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 a infinitive (to swim) or an-ing form (swimming) can add to its difficulty.

5. Meaning

When two words overlap in meaning Learners are likely to confuse them. Make and do are a case in point. You make breakfast and make an appointment, but you do housework and do a questionnaire. Having learned one meaning of the word, they may be reluctant to accept a second totally different meaning.

6. Range, connotation and idiomatic

Words that can be used in a wide range of context 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 also about several important aspect of learning vocabulary such as the use of pronunciation, grammar, spelling and so on. Therefore, students often experience many difficulties when studying vocabulary.

2.1.1.4 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see according to Cameron, (2001:75) in Rahman Parindungan Rangkuti (2019:13). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Furthermore, according to John (2000:16) in Rahman Parindungan Rangkuti (2019:14), 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 an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as

through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life. Further Krasen and Terrel (1983) in Rahman Parindungan Rangkuti (2019:15), stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

2.1.1.5 Learning of Vocabulary

Vocabulary is a tool number of words which (with rules for combining them) make up a language (Homby, 1995 :1331) cited in Lubis (2017: 14). Mastery is the process or act to master something and complete control of knowledge (Homby, 1995:721), cited in Lubis (2017: 14), vocabulary mastery is the knowledge for understanding the words.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as

stated in Scott Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Scott Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2.1.2 Definition of Learning Strategy

Learning strategy is two words of English words. The notion of learning is learning and strategic is strategies or ways. Learning strategy can be defined as a learning strategy. However, because strategic learning is a learning model that is developing it is called strategic leaning learning. Although in fact in the educational environment in Indonesia it is called a learning strategy.

Furthermore, according to Winarno Surachmad (2001: 12), cited in Fahwi (2019:17), strategy is "the best way to achieve a goal". Strategy is an important tool for teachers in educating students, because if the teacher does not use the right strategy, it is likely that students will not succeed in absorbing every subject matter appropriately and effectively.

Based on the explanation above, the use of learning strategies is expected to have an influence on learning objectives. Learning strategies is a learning model that exposes students to experiments.

2.1.2.1 Benefit of Learning Strategy

The benefits of learning strategies for students are so that students are accustomed to learning with planning that is adjusted to their own abilities. Students have different experiences with their peers, even though their experiences are the same. Students can spur learning achievement based on their own optimal learning speed. There is healthy competition in achieving effective and efficient learning outcomes. Students can achieve satisfaction if they can achieve learning outcomes according to predetermined targets. Students can repeat the competency test (remedy) if there is a failure in the competency test.

2.1.2.1.2 Games

According to Arif Wibisono (2017) game is a medium used to convey a message to the general public in the form of an entertaining game. Aside from being a medium of entertainment, games can also enhance one's brain development.

Based on the understanding put forward by the experts above, it can be said that the game is an activity in which rules are designed and goals are achieved by participants to get pleasure. Here the researcher uses the word wheel game for research.

2.1.3. Definition word wheel

Word wheel is a learning strategy that uses diagrams or visual schemes to show the relationship between words or concepts in a topic or theme. A word wheel usually consists of words or concepts connected by lines to other related words or concepts. Word wheels can be used to help someone understand abstract or complex concepts, and can help someone remember these concepts.

An example of using a word wheel is in learning English vocabulary, where one can create a word wheel by connecting words like "cat" and "dog" to the word "pet", and connecting words like "red" and "blue". to the word "color". Word wheels can also be used in studying topics such as history, science, or social studies, where one can create word wheels by relating concepts such as "Renaissance" and "Enlightenment" to the concept of "Revolutionary Period."

According to experts on the word wheel:

1. According to Erlina, et al (2013), the word wheel game can improve students' vocabulary skills because this game encourages students to understand the words contained in the text or sentences by circling the letters contained in the word wheel.

2. According to Sari (2014), the word wheel game can be a fun learning medium because this game has an interesting shape so that it can motivate students in learning. In addition, this game can also help students understand the words in the text or sentences by circling the letters on the wheel.

So according to experts, the word wheel is an effective learning strategy in helping someone to understand and remember abstract or complex concepts. The word wheel can help someone in organizing information and visualizing the relationship between related concepts, making it easier for someone to understand and remember the information.

In addition, the word wheel can also help someone in developing critical and analytical thinking skills, because one must consider the relationship between related concepts and organize information appropriately. Wheel of words can also improve one's communication skills, because a person must be able to explain and present the information contained in the word wheel to others Word Wheel.



Figure 2.1 Word wheel games

2.1.3.1 The function of Word wheel

There are several functions of the word wheel or word wheel, including:

1. Provides visualization of the relationship between concepts: Word wheels can assist one in visualizing the relationship between related concepts, making it easier for one to understand and remember the information.

2. Improving the ability to organize information: The word wheel helps a person organize information properly, so that the information is easier to understand and remember.

3. Encourage critical and analytical thinking: The word wheel encourages one to consider the relationship between related concepts and organize information appropriately, so as to enhance one's critical and analytical thinking skills.

4. Improving communication skills: Word wheels help someone explain and present the information contained in word wheels to others, so that one can improve one's communication skills.

5. Improving the ability to remember information: The word wheel helps one in remembering the information that has been learned, because one has to remember the related concepts and the relationships between these concepts.

2.1.3.2. Steps of Word wheel

Steps for making word wheel games, Here are the steps for making the word wheel game:

1. Determine the theme or topic of the game: First of all, determine the theme or topic that the game word wheel will be made of. For example, if you

want to make a word wheel game about thing in the classroom, then the theme chosen is thing in the class.

2. Determine the main concepts in the theme: Next, determine the main concepts in the selected theme. For example, if you make a word wheel game about thing in the classroom, then the main concepts that can be determined are photos, chair, whiteboard.

3. Determine the secondary concepts related to the main concepts: After determining the main concepts, determine the secondary concepts related to the main concepts. For example, if you make a word wheel game about animals, the secondary concepts that can be determined are cats, dogs, and rabbits for land animals, fish, shrimp, and lobsters for marine animals, and birds, bats, and butterflies for the concept of animals.

4. Create a game word wheel visual scheme: After determining the main and secondary concepts, create a game word wheel visual scheme using these concepts. Draw lines connecting the main concepts to related secondary concepts.

5. Add game mechanics: After completing the word wheel game visual scheme, add game mechanics, such as points, levels, and other necessary features.

6. Test and fix the game: After you have finished making the word wheel game, test the game and fix it if there are errors or deficiencies.

7. Publish or share the game: Once the word wheel game is ready to play.

2.1.3.3. The Advantages of Word wheels

There are several advantages of the word wheel, including:

1. Helps one understand abstract or complex concepts: Word wheels can help one understand abstract or complex concepts more easily, as word wheels visualize the relationship between the concepts.

2. Helping someone to remember information: Word wheels can help someone remember the information that has been learned, because one has to remember the related concepts and the relationships between these concepts.

3. Encourage critical and analytical thinking: The word wheel encourages one to consider the relationship between related concepts and organize information appropriately, so as to enhance one's critical and analytical thinking skills.

4. Improving communication skills: Word wheels help someone explain and present the information contained in word wheels to others, so that one can improve one's communication skills.

5. Easy to understand and use: The word wheel is easy to understand and use, because it only uses a simple visual scheme and is easy for anyone to understand.

2.1.3. 4 The Disadvantages of Word Wheel

There are several drawbacks to the word wheel, including:

1. Only suitable for certain themes: The word wheel is only suitable for certain themes which have related concepts and can be grouped into categories. The word wheel is not suitable for themes that have no relationship between concepts or cannot be grouped into categories.

2. Does not cover comprehensive information: The word wheel only includes information contained in related main and secondary concepts, so it does not include comprehensive information on the theme being discussed.

3. Does not include more detailed visual information: The word wheel only includes the visual information contained in its visual schema, so it does not include more detailed visual information about the theme being discussed.

4. Does not include more detailed verbal information: The word wheel only includes the verbal information contained in the examples of the use of the words included, so it does not include more detailed verbal information about the theme being discussed.

5. Takes a long time to make: Making a word wheel takes a long time, especially if the theme being discussed is quite complex and has many related concepts.

2.2. Previous study

Previous Study of word wheel, There has been several previous studies on word wheels, including:

1. Study by Haryanti (2019), English Language Education Program, Indraprasta University PGRI, This study aims to determine: 1) The effect of learning media and vocabulary mastery on English proficiency. 2) The Effect of Vocabulary Mastery on English Speaking Ability. 3) The effect of learning media on English language skills. The affordable occupants are class X at the Uswatun Hasanah Private Vocational School, Mardi Bhakti Private Vocational School, East Jakarta. This research method uses Quantitative. The method used is the test. The inference analysis used was a 2x2 two-way factorial ANOVA. The results of this study indicate: 1) There is no significant effect of learning media and vocabulary mastery on English proficiency. This result is evidenced by the acquisition of sig. $0.258 > 0.05$ and F observe 1.305. 2) There is a significant effect of vocabulary mastery on English speaking ability. These results are evidenced by the acquisition of sig. $0.0012 < 0.05$ and F observe 6.741. 3) There is a significant influence of learning media on English proficiency. These results are evidenced by significant gains. $0.000 < 0.05$ and F observe 85.435
2. Eka Fitriyani (2017) The Effectiveness of Flash Cards Media in Improving English Vocabulary. This study aims to determine whether flash card media can increase students' vocabulary in elementary schools. This study used a Quantitative method with a nonequivalent pretest-posttest control group design. The research subjects were 35 grade II elementary school students who were divided into two groups, namely the experimental group and the control group. The research hypothesis is that there are differences in

vocabulary between the experimental group and the control group before and after giving flash card media. Independent sample t-test gain score of the experimental group (11.7895) is higher than the control group (3.2500) with a t-count value of 8.998 and sig 0.000 ($p < 0.01$), meaning that there is a significant difference between the pretest - experimental group and posttest control. This shows that flash cards can improve students' English vocabulary

3. Dhienda Endayani (2017) conducted research, The Effectiveness of Teaching Vocabulary By Using Puppet. The result from this research is the students mastery of vocabularies of fruits, animals, road signs, parts of body, and things in the classroom have improved after the puppets was applied. It was supported by the significant different result of the pre-test that was lower (62,30) than post-test (97,5). The students understood that kinds of activity were necessary for them and they expected that teaching by using a puppet would be given regular and continuously.
4. Azufa Shara Zulfah (2016) Using Pictures and Songs to Improve Vocabulary Mastery. There are 35 graders as respondents. From these data, this study displays pictures and songs to improve students' vocabulary skills. This research method uses Quantitative. This research uses pretest and posttest results from pretest 60 and posttest 80. So that the minimum completeness criterion (75) is achieved. From these results it can be ignored that the application of pictures and songs is significant and can improve students' vocabulary mastery.

5. Study by Elina Yuanita (2018) the influence of scrabble media on the mastery of English vocabulary. This research uses quantitative research methods, the results of this study note that there is a positive effect of using scrabble media on English vocabulary mastery in class IV SDN Gadungan Kidul II Bantul Yogyakarta. this is addressed from a significance value of $000 < 0.05$. the results of data analysis in the experimental class have a posttest average value greater than the pretest average value ($80.48 > 59.52$) and in the control class it is known that the posttest average value is greater than the pretest average value ($67.86 > 59.76$)
6. study by Nur afni salnia et . al (2022) Using the swivel wheel game media to increase students' vocabulary at the second grade of SMA YP PGRI 2 Makasar, This study used the pre-experimental method, the population of this study were 2nd grade high school students in the 2022/2023 academic year. with a sample of 20 students, and using the total sampling technique research method and media instruments playing the wheel. the results of the study showed that there was a significant difference in the average score of students in the pre-test and post-test, where the average post-test score was higher than the pre-test score ($87.4 > 49.8$) and the T value - the test is greater than the t-table value ($24.375 > 1.729$). Based on the results of data analysis, it can be said that the use of the spin wheel game media can increase students' vocabulary
7. Siti Nurrahmah et. al (2020) The Influence of Western Film Media with English Subtitles on Students' Vocabulary Mastery. This research was

conducted at SMK Taruna Bhakti Depok using experimental methods. This research was conducted on a sample of 70 students, to be exact 35 students X TKJ 4 who were treated with films with English subtitles, and 35 students in class X MM 3 who were taught with Indonesian subtitles. Based on the calculation results, it was obtained that the average student learning outcomes through films with English subtitles had a mean value of 85.5, median 87.5 and mode 89.5. Meanwhile students who used Indonesian subtitled films had a mean score of 74.6, median 72 and mode 77.8. Based on the results of data analysis obtained $t_{count} = 3.123 > t_{table} = 1.667$, it was concluded that there was an influence on students' vocabulary mastery after the application of English films in class X TKJ 4 SMK Taruna Bhakti Depok.

8. Ratih Laily Nurjanah (2018) The Effectiveness of the Taboo Words Game in Improving the Vocabulary Skills of English Literature Students at Ngudi Waluyo University. This study used a quantitative method, the research design used a pretest posttest experimental design. The pretest and posttest results show that taboo words are effective in increasing students' vocabulary mastery. This is evidenced by the addition of the average student score from 73.4 to 82.75. From this study it can be concluded that the learning model using the Taboo Words game is effective in improving students' vocabulary skill.
9. Jacklainten Y. Mananohas (2021) Increase English vocabulary using the TPR (Total Physical Response) method. This study uses CAR (Class Action Research) method. and from this study it was proven that by using the CAR

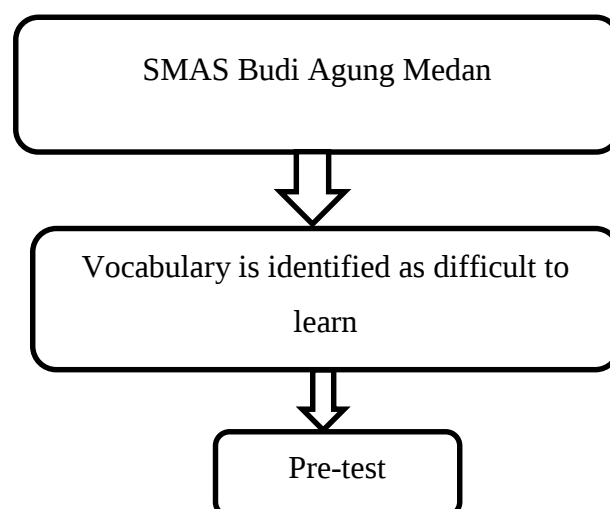
method there was an increase experienced by students, it was seen from the results of the comparison, forced pre-test and post-test, the average score of students in the pre-test increased by 65 and increased. 92 on the posttest after the TPR method was applied. and it was stated that there was an increase experienced by students after this TPR method was applied.

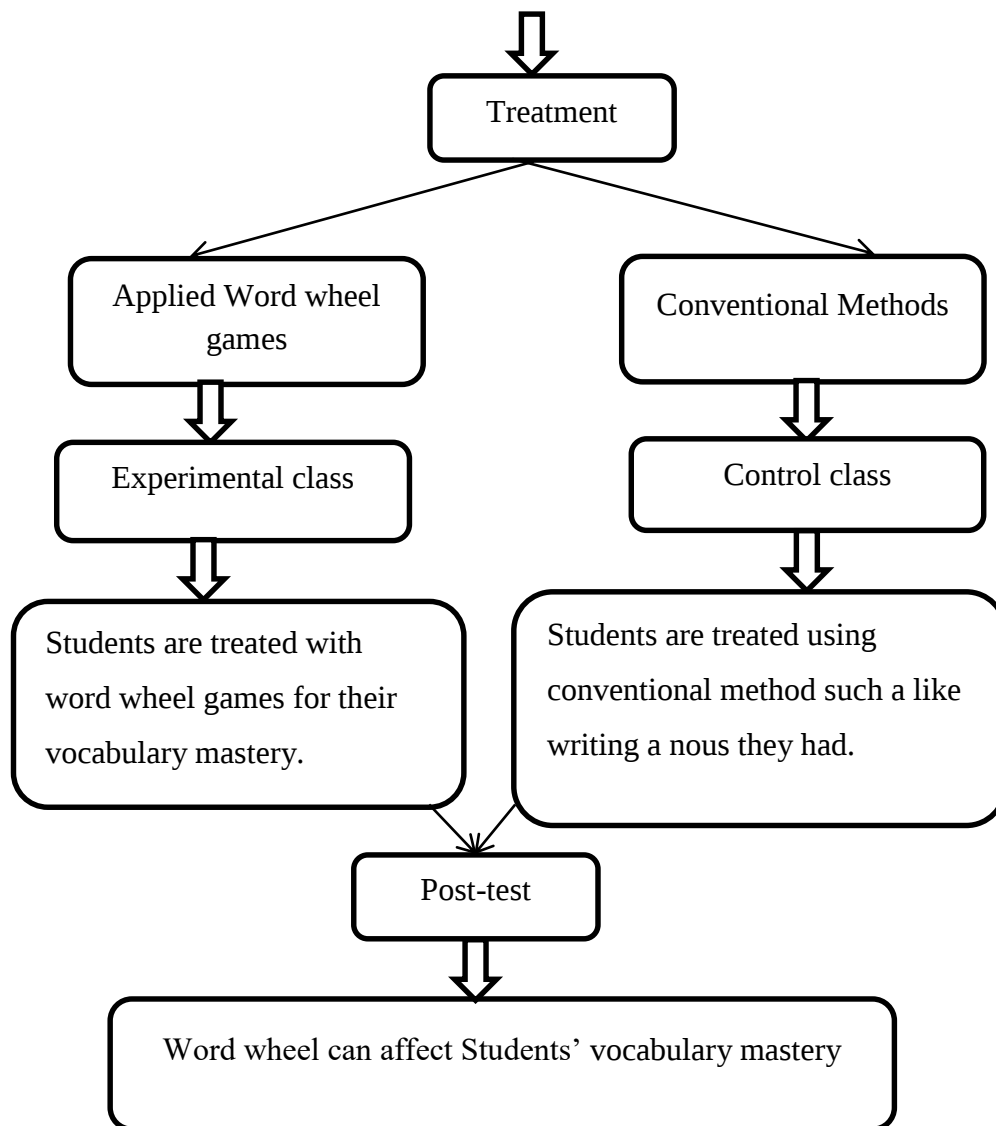
10. Alfi dwi damayanti (2020) Increasing understanding of English vocabulary , the name of natural objects around them through the media flash cards for class II E min 1 students in the city of surabaya. This study uses class action research methods. Research subjects consisted of 40 students, data collection using observation , interviews, tests and documentation, the results showed that the application of flash card media was carried out in 2 cycle as a results of observing teacher activities in cycle I with a value of 79,3 (enough) in cycle II increased with value 95,6.

Based on the previous studies above, researcher can conclude that researcher discusses of similar topics regarding vocabulary mastery. In this case, the researcher will conduct research the effect of word wheel on students' vocabulary mastery of students in class X of SMAS Budi Agung Medan. The purpose of this study is to determine the ability of students by implementing vocabulary mastery. The difference between the above researchers and the researcher are about the setting of place and some of the techniques are also not the same. This research will be conducted on students in grade X of SMAS Budi Agung Medan. In addition, the design of this research is nonequivalent groups design.

2. 3. Conceptual Framework

In this study, researcher was conducted research at SMA Swasta Budi Agung Medan. By identifying students' difficulties in mastering vocabulary, for example Blackboards, clothes, and so on. The researcher uses 20 questions that will be given before treatment. In the treatment researcher divided two classes. The use of the word wheel games is used in the Experimental class where students can do it by playing the game and the looking for vocabulary according keywords. Whereas in the control class the researcher used a conventional method in which student could such as writing and remembering the vocabulary they had before. After that the researcher gave a post-test to find out the effect the occurred on the use of the word wheel games on students' vocabulary. So researcher concluded that the use of the word wheel can affect students' vocabulary mastery. The flow if this research is describe as follow:





2.2 figure conceptual framework

2.4 Hypothesis

According to Sugiyono (2018: 96) the hypothesis is a temporary answer to the researcher's problem formulation. Where the researcher's problem formulation has been stated in the form of a question sentence. It is said to be temporary, because the answers given are only based on relevant theories, not based on

empirical facts obtained through data collection. So the hypothesis can also be stated as a theoretical answer to the researcher's problem formulation, not an empirical answer to the data. Research that formulates hypotheses is research that uses a quantitative approach.

Based on this understanding, the hypothesis formulated in this study as follow:

Ho : There is no significant effect of word wheel strategy on students' vocabulary mastery.

Ha : There is significant effect of word wheel strategy on students' vocabulary mastery.