

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, previous studies, theoretical review and it will be explained in the following section.

2.1 Previous Studies

The previous study conducted by Pratama (2014) under the title “using word-focused task in English texts to enhance vocabulary mastery of eight grade students at SMP Kartika IV-8 Malang”. The aim of the previous study was in a line with this study. It was to enhance students’ vocabulary mastery but the strategy used was different. He focused on the targeted words as a key to catch the answer. However my study focus on synonym and meaning word. The other previous study was also shown that using word-focused task is effective in helping students to master the vocabulary by providing them the targeted words related to the English texts. In addition, the strategy used by the previous researcher contributed to build active participation during teaching and learning process.

The other study conducted by Harahap (2014) under the title “the influence of contextual clues mastery in student’s reading comprehension of descriptive text at STKIP “Tapanuli Selatan” Padang Sidempuan” which the aim was to identify the effectiveness of using contextual clues and dictionary in reading descriptive text. In addition, the focus was different between reading and vocabulary but the strategy is in line with me. Based on the result of the study, the students who were taught through the context clues had higher reading comprehension achievement than those who were taught using the conventional technique (using dictionary). Than the students more easy to identify the examples clues in comprehending of context clues.

In other words, find the sufficient meaning of the vocabulary through contextual clues can be used as alternative technique be applied in teaching and learning process. In simple, by applying expecting vocabulary in teaching reading comprehension of descriptive text gain better result on student's comprehension.

In addition, the study related with vocabulary through descriptive text also conducted by Siti Nurshafezan Ahmad, Ahmad Mazli Muhammad, and Aini Akmar Mohd Kasim (2018) under the title "contextual clues vocabulary strategies choice among bussiness management students". The aim of the study was to investigating contextual strategy choices made by language learners from various business programmes. Even though they used for bussiness management student but the main focus is in line with my aim. The result of the study was the choice of contextual strategy reflected a variety of preference of a type of vocabulary strategy selection. The strategy choice reported answered the quest to investigate the extent to which contextual clues strategies could assist learners in successfully making accurate word meaning guesses based on context and contextual strategy choice.

Besides, the study conducted by Prihasiwi (2011) under the title "improving vocabulary mastery in reading comprehension through deducing meaning of unfamiliar word from context and vocabulary building in class VIIG of SMPN 2 Pleret in academic year of 2010/2011" also related with unfamiliar word which should be expected. The study use classroom action research as the methodology in collecting data. The finding of the study stated that the writer failed in the first cycle because some questionnaires were not fit with the aim of the study. On the other hand, he conduct the second cycle related with unfamiliar word through descriptive text. Then the finding of the study were the active and motivated students to read English text and to take part in the teaching and learning process. In addition, the students got better understanding of identifying the word classes such as a verb, a noun, and an adjective. Besides, the students were able to improve their vocabulary mastery and able to deduce

the meanings of the unfamiliar words by identifying context clues. In conclusion, the students are able to improve their reading comprehension.

Hopefully, the students are able to fully understand the meaning and synonym of the word by contextual clues. In conclusion, I decide to use the strategy to improve ten graders' vocabulary mastery in reading comprehension at SMA N 2 Mranggen. This current research is different with the previous research because the focus and subject of the research.

2.2 Theoretical Review

2.2.1 Vocabulary

Vocabulary becomes one of essential aspects to be taught. According to Hudson (2007: 25). There is a close relationship between vocabulary and comprehension – messages are composed of ideas, and ideas are expressed in words. Most theorists and researchers in

education have assumed that vocabulary knowledge and reading comprehension are closely related, and numerous studies have shown the strong correlation between them. Therefore, the students should enlarge their vocabulary mastery by using vocabulary building.

However, according to Loyola (2017) stated that a learner acquires rich vocabulary only through experiencing them. Experience may be out of listening to experts' speech and making note of the vocabulary they use or reading a wide range of authors across the world to learn a wide range of vocabulary. Readers are seen as the “heart” or “core” of the whole reading experience, as well as the ones who can manage their own learning. Learning is seen to begin with the learners (Griffith, 2004). She also describes learners as the ones who do the learning part. Besides, successful language learners are seen as able to employ vocabulary learning strategies and do it independently. Pikulski and Templeton (2004) describe vocabulary learning strategies

as “the greatest “tool” besides education, and its ability to function in the diverse social and economic environment which is highly determined by language skills and word knowledge.

In addition, Mart (2012) illustrates vocabulary as “indispensable part of language” and stresses learning through context as meaningful for vocabulary learning. He also describes vocabulary as “the vital organs and the flesh” of language. Besides, Sharifabad and Vosoughi (2013) reveal that good readers outdid poor readers in using metacognitive reading strategies when analysing the use of cognitive and metacognitive reading strategies. The overall results indicate positive relationships between cognitive and metacognitive strategies. A strategy study between high and low groups reading hypermedia text found the high group to be using mostly skimming and background knowledge, while the lower group mainly used paraphrasing and translating into first language and using the dictionary.

On the other hand, Gambrell and Headley (2006) stated that context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby (Hartmann & Blass, 2007). Knowing how to use context is one of the most important skills that can be taught in order to promote vocabulary growth in students. On the other hand, Altunel (2018) stated that using context clues to infer unknown words during reading is a commonly used strategy for both first language (L1) and second language (L2) readers. Different from L1 readers, L2 learners may find this a rather difficult task due to limited reading comprehension capacity in the target language.

According to Folse (2004) concludes that guessing word meanings from context clues does not necessarily contribute to effective vocabulary learning. Instead, it requires L2 learners to master a large size of vocabulary in order to guess accurately. Folse suggests that using context clues can be employed as a compensatory strategy

for reading comprehension rather than a main vocabulary learning method. Besides, the use of contextual clues has been stated by Praveen (2017) stated that readers use context clues to: (1) Help them confirm the pronunciation of a word they are trying to decode, (2) resolve ambiguity and arrive at the correct pronunciation of multiple meaning words (e.g. *lead a team* versus *a lead pipe*), (3) determine a possible meaning of an unknown word, and (4) accelerate their reading rate.

To sum up, the implementation of contextual clues is fit with the aim of teaching learning activity which to enhance student's vocabulary mastery. Also, the strategy also attracts the student's enthusiasm related to the classroom activity

2.2.2 Contextual Clues

Contextual clue analysis involves recognizing and understanding unfamiliar words through the use of the words or sentences surrounding them. Context clues are defined as words found around an unknown word that provides clues that reveal the meaning of the unknown word (Beck et al., 2002). Thus, the students were provided a clue to find out the sufficient meaning of the word in the text. On the other hand, student would increase their ability to infer the meaning of the new vocabulary based on the context.

In addition, contextual clue analysis strategy can be called as meaningseeking reading: where they form a tentative hypothesis of the meaning based on what has already been read (Gillet, 1986: 13). When the students were reading the text which the most of the word was familiar and recognizable, they tend to predict the unfamiliar word by matching the meaning with the word before. Thus, they would produce and predicted the ideas into long-term memory.

Moreover, many students did not know how to use context efficiently and need direct instruction to develop this skill and use it consistently. It is also in line with Hedgcock (2009) which stated that Inexperience readers often display an

overdependence on dictionaries and consequently do not use them efficiently (Hedgcock, 2009). On the other hand, they might understand each word separately but linking them together into meaningful ideas sometimes becomes a problem. If students consistently encounter words within a text that they were unfamiliar with while reading, they were not going to be able to comprehend the passage as a whole (Rupley & Nichols, 2005).

In conclusion, contextual clues were a strategy to learn vocabulary by recognizing and understanding the unfamiliar word which are applied in our daily life. Besides, during the implementation of the strategy, the student gave the positive respond such as they follow the direction given by me. In addition, the student also active during teaching and learning process by asking some question which they taught they do not understand.

2.2.3 Descriptive Text

According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects. They are thirteen text in English one of them is descriptive text. This text is aimed at giving description of things, animal or human, place or certain place. Sundari, 2018 state that in descriptive text, you are writing about what a person, 4 place, or thing is like. Sometimes you may where a place is located. Pardiyono (2006) says that descriptive text is about description of something or someone that consist of characteristics. Descriptive text has generic structures, they are : Identification and description. According to Purwati & Marta (2005).