

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

Vocabulary is one of the most important element in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.¹

Some of definition of vocabulary have been given by different writers such as: A.S Hornby in advanced learners' Dictionary of current English defines that vocabulary as: (1) Total number of words that make up a language. (2) Body of words know to a person, or used in particular book, subject, etc. (3) List of words know with their meanings, especially one wishes companies a textbook in a foreign language.²

Vocabulary is the most important that the students should learn, because it's difficult to student if they learn language without mastering vocabulary. As Webster said vocabulary is the total number of word which makes up language, range of words to containing a list of word with their meaning.³ List of words used is a book

¹Virgina French Allen, *Techniques in Teaching Vocabulary* (Oxford University Press, 1983) p 7

²Hornby, A.S. *Oxford Advance Learners' Sixth Edition* (New York: Oxford University Press,1995), p. 35.

³Wabster, *The New International Wabster's Comprehensive Dictionary of the English Language* (United Stated: Trident Press International, 2003),p.1407.

etc. Usually with definition or translation. And According to Cambridge advanced Learner's Dictionary definitions of vocabulary are: 1) A wide/limited vocabulary. By the age of two a child will have a vocabulary of about two hundred words, 2) all the words which exist in a particular language or subject. Beside that vocabulary can be defined roughly, as the word we teach in the foreign language.⁴

Based on definition above, the researcher concluded that vocabulary is a set of words that not only we find by producing with own self but also by hearing and reading and vocabulary is one of the sub skills that we have to mastering because it's one of part of language which has very important position in language learning acquisition.

2.1.1.2 Kinds Of Vocabulary

Based on the explanation of Kamil and Heibert on their book that there are two kinds of vocabulary namely:

For the first, those are, oral and print vocabulary.

1. Oral vocabulary is the set of words for which we know the meaning when we speak or read orally in other word we can say that, words that we recognize and use in listening and speaking.
2. Print vocabulary consists of those words for which the meaning is known when we write or read silently in the other word, words that we recognize and use when in reading and writing.

⁴Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge, Cambridge University Press, 1996), p. 60.

For the second, those are receptive and productive vocabulary.

1. Receptive vocabulary is the set of words for which an individual can assign meanings when listening or reading. or in other word, words that we recognize when we hear or see them.
2. Productive vocabulary is the set of words that an individual can use when writing or speaking. or the other word, words that we speak or write.

In general, recognition or receptive vocabulary is larger than production vocabulary and may include many words to which we assign some meaning , even if we don't know their full definition and connotations-or even use them ourselves as we speak and write.⁵

According to Schail, every person has three types of vocabulary as in following.

- a) Active vocabulary taht is the words we cusmarily use speaking , and probably run from 5000 to 10.000 words.
- b) Reserved vocabulary, the words that we know but rarel used speaking, we use them in writing a letter.⁶
- c) Passive vocabsulary refers to wor which students will recognize whwn they meet them, but they will probably not be able to produce.⁷

⁵Elfrieda H. Hibert and Michael L.Kamil, *Teaching an Learning Vocabulary Bringing Research to Practice* (London: Lawrance Erlbaum Associates, Inc, Publisher, 2005), p.3

⁶Schail, w.s, *Seven Days for Faster Reading*. (New york : Paper Back Library. 1967), p 120.

⁷Page and Thomas, *international Dictionary of Eduicator*, (New York: Nicholas publisher (Co.1973),p. 9

Based on explanation above, active vocabulary, reserved Vocabulary, and passive vocabulary is very important. Because they have function in language skill such as active vocabulary for speaking and writing. Reserved is used for speaking and writing letter then passive vocabulary is the words one understand when listening and reading.

2.1.1.3 Types of Vocabulary

According to Gardener, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and phrases.⁸ There are 4 types of vocabulary; listening, speaking, reading, and writing and every type has different function. In this part the researcher explained it.

2.1.1.2.1 Listening Vocabulary

Listening vocabulary refers to all the words can be recognized when listening to speech. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake different word. Most of people can identify and comprehend almost 50.000 words. Children who are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

⁸Josep Mukoroli, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom" SIT Graduate Institute/SIT Study Abroad (January 2011),p.61.

2.1.1.2.3 Speaking Vocabulary

Speaking vocabulary refers to all the words can be used to speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations. This number is much less than our listening vocabulary most likely due to ease of use.

2.1.1.2.4 Reading Vocabulary

Reading vocabulary refers to all the words that can be recognized when reading a text. Reading is one of the ways to increase vocabulary because we can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

2.1.1.2.5 Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

2.1.1.3 The Importance of Vocabulary

Vocabulary is used in human daily life to communicate each other. People express their ideas, love, desire, ambition, gratitude, joys, sorrow, frustration, etc. By using vocabulary to communicate, people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary. Students are not able to understand others or express their own ideas.⁹

If you spend 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 grammar, but you can say almost anything with words.¹⁰

Based on the explanation above, it does not necessarily mean lowering the importance of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English.

2.1.2 Bloom Taxonomies

2.1.2.1 Definition of Bloom Taxonomies

Taxonomy is derived from two words in the Greek, they are *tassein* and *nomos*. *Tassein* means classify and *nomos* means rule. Taxonomy is the system. Taxonomy means the scope of hierarchical of something or principle that underlying his book or can also mean that science about it. Taxonomy is a type of classification system based on research data science about it. Taxonomy is the type of classification

⁹Michael Lessad-Clouston, Teaching Vocabulary, p. 2

¹⁰Scott Thornbury, How to Teach Vocabulary (Longman: Malaysia, 2002), p. 13.

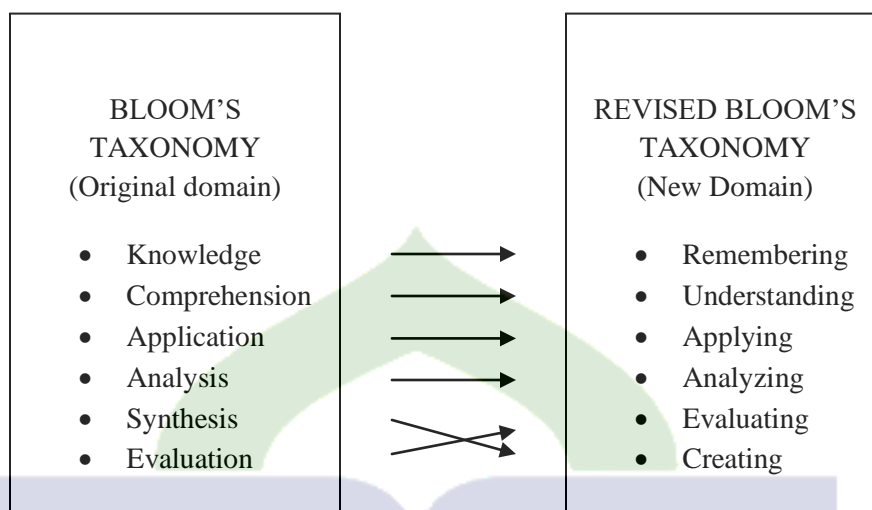
system based on research data scientific knowledge of the things classified in groups the systematics.

The concept of Bloom's Taxonomy was developed in the year 1956 Benjamin S Bloom's. A field psychologist education can be tried with his friends. Bloom Taxonomy is a multi-tiered model of classifying thinking according to six cognitive level of complexity. In the original taxonomy bloom divide into six categories, they are knowlegde, comprehension, application, analysis, synthesis andevaluation.Clearly Bloom Taxonomy is thinking process from the lowest level until the higher level. The lowest level are: knowledge, comprehension, and aplication and the higher level are : analysis, synthesis, and evaluation.¹¹

In 1990's, one of Bloom's students revised the bloom taxonomies, he is Lorin Anderson. The result of the revised was published at 2001 by the name of Revised Bloom Taxonomy.¹² The cognitive dimension very much like the original version. They are remembering, understanding, applying, analyzing, evaluating and creating.

¹¹Manjula,s,*Domain Taxonomy, Affective, Psychomotor, Cognitif Mastery Levels Categories Bloom Ebook (online)*, (<http://www.yumpu.com>),(Accessed on 24 September 2019)

¹²David Krathwohl, *Theory into Practise*, Vol. 41, Number 4 auntumn (2002),p. 211.



Bloom Taxonomy provides a list of action verbs based on each level of understanding. This assists instructors when creating lesson and course objective.

(C1) Remembering	(c2) Understanding	(c3) Applying	(c4) Analyzing	(c5) Evaluating	(c6) Creating
- Choose	- Classify	- Apply	- Analyze	- Agree	- Adapt
- Define	- Compare	- Build	- Assume	- Appraise	- Build
- Find	- Demonstrate	- Choose	- Categorize	- Assess	- Change
- How	- Explain	- Develop	- Classify	- Award	- Choose
- Label	- Extend	- Experiment	- Compare	- Choose	- Combine
- List	- Illustrate	- Identify	- Conclusion	- Compare	- Compile
- Match	- Infer	- Interview	- Contrast	- Conclude	- Compose
- Name	- Interpret	- Interview	- Discover	- Criteria	- Construct
- Omit	- Outline	- Make use of	- Dissect	- Criticize	- Create
- Recall	- Relate	- Model	- Distinguish	- Decide	- Delete
- Relate	- Rephrase	- Organize	- Divide	- Deduct	- Design
- Select	- Show	- Plan	- Examine	- Defend	- Develop
- Show	- Summarize	- Select	- Function	- Determine	- Discuss
- Spell	- Translate	- Solve	- Inference	- Disprove	- Elaborate
- Tell		- Utilize	- Inspect	- Estimate	- Estimate
- What			- List	- Evaluate	- Formulate
- When			- Motive	- Explain	- Happen
- Where			- Relationships	- Importance	- Imagine

- Which			- Simplify	- Influence	- Improve
- Who			- Survery	- Interpret	- Invent
- Why			- Take part in	- Judge	- Make up
			- Test for	- Justify	- Maximize
			-Theme	- Mark	- Minimize
				- Measure	- Modify
				- Opinion	- Orginal
				- Parceive	- Originate
				- Prioritize	- Plan
				- Prove	- Predict
				-Rate	- Propose
				- Recommend	- Solution
				- Rule on	- Solve
				- Select	- Suppose
				- Support	- Test
				- Value	- Theory

The mastery is very important. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary , it cannot be separated from four language skill: listening, speaking, reading, writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

1. In speaking, vocabulary is used to express our ideas or feelings to the other orally.
The words we have influence how effective the communication runs.
2. In listening, vocabulary is used to understand someone's speech or what someone says. It's very hard for use to catch what someone says if we just know the construction of sentence without knowing the words.

3. In Reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the mean of words used in the passage.
4. In Writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her ideas. Without knowing much vocabulary. We cannot develop our writing because we are limited on vocabulary mastering.¹³

2.1.2.2 The Steps of Bloom Taxonomies

There are three steps of Bloom Taxonomies, it was explained below;

2.1.2.2.1 Cognitive Domain

Knowledge: “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”

Comprehension: “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”

Application: refers to the “use of abstractions in particular and concrete situations.”

¹³ Asmilah Dani, “Using a Match Game to increase students’ vocabulary at the second grade SMPN 2 Tellu Limpo Sidenreng, Rappang”. (Unpublished Skripsi Parepare: STAIN Parepare, 2015) .p.09.

Analysis : represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relation between ideas expressed are made explicit.”

Synthesis : involves the “putting together of element and parts so as to form a whole.”

Evaluation : engenders “judgments about the value of material and methods for given purposes.”¹⁴

2.1.2.2.2 Affective Domain

Receiving : “ The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about the student’s memory and recognition as well”

Responding : “the student actively participates in the learning process, not only attends to stimulate; the students also reacts in some way”

Valuing : “ The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired”

Organizing : “ The student can put together different values, information, and ideas, and can accommodate them within his/her own schema;the student is comparing, relating and elaborating on what has been learned”

Characterizing : ”The student at this level tries to build abstract knowledge.”

¹⁴Abdul Hamid, *Teori Belajar dan Pembelajaran* (Jakarta : pasca sarjana Unmed,2007),p.117.

2.1.2.2.3 Psychomotorik domain

Reflex movements: “Objectives at this level include reflexes that involve one segmental or reflexes of the spine and movements that may involve more than one segmented portion of the spine as intersegmental reflexes (e.g., involuntary muscle contraction). These movements are involuntary being either present at birth or emerging through maturation.”

Fundamental movements: “Objective in this area refer to skills or movements or behaviors related to walking, running, jumping, pushing, pulling and manipulating. They are often components for more complex actions”¹⁵

Perceptual abilities: “Objectives in this area should address skills related to kinesthetic (bodily movement), visual, auditory, tactile (touch), or coordination abilities as they are related to the ability to take in information from the environment and react”

Physical abilities: “Objectives in this area should be related to endurance, flexibility, agility, strength, reaction-response time or dexterity”

Skilled movements: “Objectives in this refer to skills and movements that must be learned for games, sports, dances, performances, or for the arts”

Nondiscursive communication; “Objectives in this area refer to expressive movements through posture, gestures, facial expressions, and/or creative movements

¹⁵Hamzah Uno dan Nurdin Mohammad *Teori Belajar dengan Pendekatan P-A-I-L-K-E-M*, (Jakarta : PT Bumi Aksara,2007), p.65.

likethose in mime or ballet. These movements refer to interpretative movements that communicate meaning without the aid of verbal commands or help”

2.1.2.3 Bloom Taxonomies

Bloom taxonomies is a concept of learning objectives theory. Bloom taxonomiescomprises three domains of academic learning, they are affective domain, psychomotor domain, and cognitif domain. Bloom taxonomies of cognitif domain consist of six stage, namely remembering, understanding, applying, analyzing, evaluating and creating. Clearly, Bloom taxonomies of cognitif domain is a thinking process that should be developed so that can help the student to memorize what they learn and also improve their learing outcomes.

2.1.2.4 UsingBloom Taxonomies in Teaching Vocabulary

In teaching vocabulary with using bloom taxonomies the teacher used following procedures;

2.1.2.4.1 Determine the learning competencies to be achieved whether increasing knowledge, skills or attitude. In this case, it is necessary to consider the characteristics of the subjects and the learners.

2.1.2.4.2 Determine in the intellectual abilities according to learning competence.

2.1.2.4.2.1 Cognitive Domains

1. Determine taxonomies levels whether at the level of remembering, understanding, applying. analyzing, assessing, creating.
2. Psychomotoris Domain

Categorize these domains, whether they include perceptions, readiness, reaction directed, natural reactions (mechanism), adaptation, complex reaction creativity.

3. Affective Domains : Categorize

These domains, including acceptance, responsiveness, values adhered to (self value) organization and characterization.

Use the appropriate key verbs, to explain the depth of material instruction, both on the education and training program, basic competencies and achievements indicator.

In addition, for the application of Bloom's Taxonomy in the cognitive domain, appropriate learning can be also determined by referring to the Bloom's cognitive wheel.

2.1.2.5 Advantages of Bloom Taxonomies

2.1.2.5.1 The students are capable of working.

2.1.2.5.2 It also helps them ask questions and create instruction aimed at critical thinking.

2.1.2.5.3 Teaching time can be allocated and utilized appropriately.

2.1.2.5.4 The subject matter can be balanced because there is no subject matter that is too big or too little.

2.1.2.5.4 Teachers can determine how many of the lesson materials can or can not be answered in each lesson.

2.1.2.5.5 The teacher can determine the order.

2.1.2.6 Disadvantages of Bloom Taxonomies

2.1.2.6.1 Teachers can't determine and prepare the most suitable and interesting teaching learning strategies.

2.1.2.6.2 Teachers can't prepare various tools and materials for learning purposes.

2.1.2.6.3 Teachers can't easily measure achievement in learning.

2.2 Previous Research Finding

This research describes some previous researches which are relevant to this research.

Firstly, Reja Apriandi. In his research entitled "Relationship Between the Students Performance and the level of Thinking Process of the Bloom Taxonomy in Reading Comprehension test. Based on the research findings that by using taxonomy bloom, can increase students interest and skill in reading comprehension test.

It was found that the pretest average of action research was 67.6 and the post test 76.8 in comprehension skill, the students got mean score 80, and in post test the student have drop skill that is only got mean skill in comprehension 74. Data analyze in application got mean score 32 pretest & 76 in postes, in analyze skill the student got main score 66 and 86 is the mean score in pos test in syntetis in pretest score 68 and post test 70, the last. Evaluation skill student got 48 in pretest and 80 in posttest. In

conclusion by Taxonomi Bloom in reading comprehension test can increase interest and skill in reading skill.¹⁶

Secondly, Mursida in her research entitled “Penerapan Bloom’s Taxonomy Summary Cubes Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan (PKN) Siswa Kelas III SD Negeri 024 Muara Uwai, kecamatan Bangkinan seberang kabupaten Kampar”. This research used classroom Action Research (CAR) design and it attented to improve student’s achievement in civics education.

The result of this research showed that the student’s achievements score in civics education has improved in every cycle in other world, the application of Bloom Taxonomies in learning civics education has improved in the end of second cycle.¹⁷

Thirdly, Deni Sopori in his research entitled “Peningkatan Motivasi Belajar Siswa Dalam Mata Pelajaran IPS Melalui Teknik Bloom’s Taxonomy Summary Cubes di kelas 8 SD Negeri 14 Kota Serang”. The result of this research showed that with high motivation from tearning out comes with used this technique from first cycle to second cycle is 18% from learning outcomes with used this technique has

¹⁶Reja Apriandi, “Relationship Between the Students Performance and the Bloom Taxononmy in Reading Comprehension Test” (An Experimental Research at Eleven Grade of SMA Bina Brsaudara Medan in Academic Year of 2017) p.14

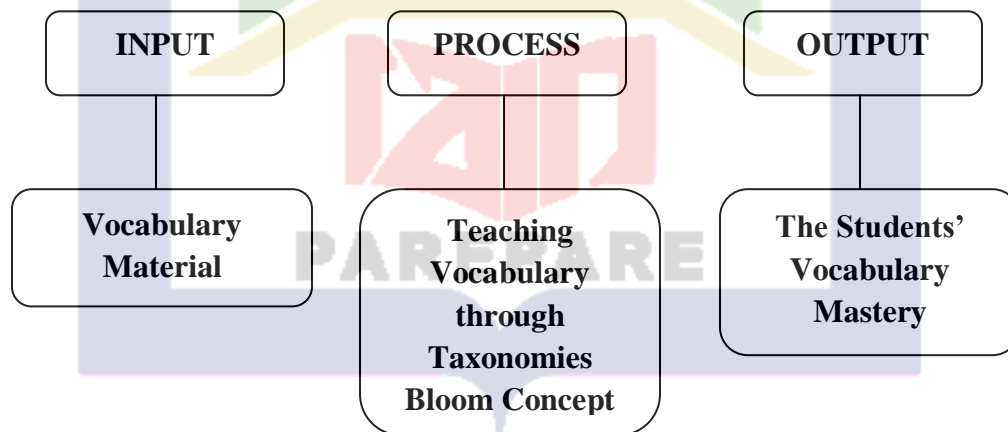
¹⁷Mursida, “penerapan teknik Bloom’s Taxonomy Summary Cubes untuk meningkatkan hasil belajar pendidikan kewarganegaraan (Pkn) siswa kelas III SD Negeri 024 Muara Uwai, kecamatan bangkinan seberang kabupaten kampar”, (Kampar:<http://mgmp.word press.com/2018/contoh-jurnal-ptk-yang-diterbitkan>).

improved from cycle I to cycle 2 where the analysis data got an average score from 61,25 to 72,77.¹⁸

By finding some related research. The researcher is motivated to use Bloom taxonomies to increase students' vocabulary mastery. The different from previous research finding explained above, in this research used Bloom taxonomy concept to increase students vocabulary mastery and focused on using pre- experimental research. The writer hopes by using Bloom taxonomy student was easier to memorizing vocabulary and also can increase students' vocabulary mastery.

2.3 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:



¹⁸Deni Sopari, "Peningkatan Motivasi Belajar Siswa Dalam Mata Pelajaran IPS Melalui Teknik Bloom's taxonomy Summary Cubes di kelas 8 D SMP Negeri 14 Kota Serang" (Serang:<http://mgmpipskotaserang.wordpress.com/2012/04/26/contoh-jurnal-ptk-yang-diterbitkan>).

2.3.1 The three main components were explained as follows:

2.3.1.1 Input

In this input, the researcher used vocabulary material before applying any treatment.

2.3.1.2 Process

In this process, the researcher taught vocabulary through taxonomies bloom concept and focused in their cognitive domain

2.3.1.3 Output

The students' vocabulary mastery after applying treatment through taxonomies bloom concept.

2.4 Hypothesis

The researcher formulates the hypothesis as follows:

- 1) H_0 (Null hypothesis) : Bloom taxonomies concept can not encourage students' vocabulary.
- 2) H_1 (Alternative hypothesis) : Bloom taxonomies concept can encourage students' vocabulary.

2.5 Operational definition of variable

2.5.1 Variable

There are two variables involved in this researcher namely dependent and independent variable. Dependent variable was students' vocabulary mastery and independent variable was Bloom taxonomies concept.

1. Vocabulary is the total number of word which makes up language, range of words to countaining a list of word. List of words used is a book etc. Usually with definition or translation.
2. Bloom taxonomies is a concept classification of learning objectives theory that can help the teacher to know their students' achievement. Bloom taxonomies divide into three domains, there are : cognitive domain, affective domain and psychomotor domain. And in this research, the researcher will focus on their cognitive domain to encourage their vocabulary mastery.

