CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1   The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

Vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).[1] Vocabulary is book containing a list of word. List of word used in a book etc. Usually with definition or translation.[2] Another opinion comes from Crystal who states that vocabulary is the Everest of language because a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Therefor second and foreign language teachers now consider vocabulary as the crucial point to mastery the language. Schmitt has supported this opinion : " *One of the keys in learning a foreign language is mastery the second language's vocabulary".[3]*

Explicit definition of vocabulary as follow: a) all the words that a person knows and uses b) all the words in a language c) list of words with their meanings, especially in a book for learning a foreign language.[4]

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[1]Qi Pan, Vocabulary Teaching in English Language Teaching (*Theory and Practice in Language Studies*, Vol. 1, No. 11, November 2011), p. 1586.

[2]A.s.Hornby, *Oxford Advanced Learner's Dictionary.*Great Britain, Oxford University Press, 1974), P. 959.

[3]Nobert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000), p. 19.

[4]Oxford Learner's Pocket Dictionary, New Edition (Walton Street: Oxford University Press, 2003), p. 482.

Vocabulary is as fundamental requirement that influences stuents' achievement instudying English. Vocabulary means that all the language and words either used or understood by a person or group of people.[5] Without vocabulary there is not communication, listening, reading, speaking and speaking can be conveyed.

And another book Kamil and Hiebert claims that vocabulary is generically defined as the knowledge of words and word meaning. More specifically, we use vocabulary to refer to kind of words that students must know to read inreasingly demanding text with compherension.

In additions in the book o a review of the current Research on Vocabulary instruction, the national reading panel (NRP) stated that vocabulary plays an important role both in learning to read and comprehending text: readers cannot understand the text without knowing what most of the words mean.[6]

Based on the explanations above the research can concluded that vocabulary was generically the knowledge of words as plural or singular, word use, word formation, grammar and knowledge about meaning of the words.

2.1.1.2 The Types of Vocabulary

According to wikipedia there are four thypes of vocabulary that are:

1. Reading vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

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[5]Indra Res Amri, the Student' Vocabulary Mastery by Using Display Media at the Second Year Students of SMAN 2 Parepare (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare (STAIN Parepare) Skripsi, 2014), p. 6.

[6]SharyBulter, et all, *A Review of the Current Research on Vocabulary Instruction* (U.S: National Reading Technical Assistance Center, 2010), p. 1.

2. Listening

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to be before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

3. Speaking Vocabulary

A person speaking vocabulary is all the words they use in speech. It is likely to be subset of listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

4. Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech writers generally use a limited set of words when communicating.

For example, if there are a number of synonyms, a writer may have a preference as to which of them to use and they are unlikely to use technical vocabulary relating to a subject in which they have no knowledge or interest.[7]

2.1.1.3 Kinds of vocabulary

Vocabulary is all the words in a language, all the word used by a group or an individual and alphabetical list of the words used in a book often includes their translation or definition there are four kinds of vocabulary, they are as follows:

1. Oral vocabulary consists of words actively used in speech.

2. Writing vocabulary is word that come readily to one's finger vocabulary.

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[7]Muslihatul Khair, The Effectiveness of Using Picture as a Media to the Second year Students of Mts. As'Adiyah No. 5 Ongkoe Kecamatan Belawa Kab. Wajo (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare (STAIN PArepare) Skripsi, 2016).p.9.

3. Listening vocabulary is the stock of the words to which one responds with the meaning understood in the speaking of others.

4. Reading vocabulary is the words one responds in writing of others.[8]

2.1.1.4 Techniques in teaching vocabulary

1. Realia

One way of presenting words is to thing they represent into the classroom that is buy bringing Regalia into the room words like ruler, pen, book, ball, bag, etc, can obviously be presented in the way. The teacher holds up the object (or point to it), say the words then gets students to repeat it.

2. Picture

Picture can be used to explain the meaning of vocabulary item. The teacher can draw thing on the board or bring on the picture. They can illustrate concepts such as the example above easily.

3. Mime action and gestures

Action in particular, is probably better explained by mime. Concepts like running and smoking are easy to be presented in this way and so are expression, preposition (to, to words, etc) and time (a hand jerked back over the shoulder to represent the past for example)

4. Explanation

Explaining the meaning of vocabulary hem cam is very difficult especially at the beginners and; elementary levels. But for the students at intermediate level, such technique can be used. It is worth knowing that explaining the meaning of words must included explaining any fact of words which is relevant.

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[8]Terry and Thomas, JB. International Dictionary of Education (New York: Nicholas Publisser Co. Int, 1973), p. 173.

5. Discovery technique

The discovery technique (where, students have to work out rules and meaning for themselves rather than being given everything by the teacher) are appropriated alternative to standard presentation techniques. This is certainly true of vocabulary learning where students are often asked to discover for themselves what a word means and how why it is being used.

Discovery techniques used with the vocabulary materials allow students to active their previous knowledge and share what they know (if they are working with others). They also provoke the kind of interaction with words which we have said is desirable. Some pictures and mind map technique where the students have to put a list of words into different groups. [9]

2.1.1.5 The principle of teaching and learning vocabulary

Lamon in Wallace in Saprina indicate the main principle of teaching and learning vocabulary as follows:

1. Aims

Whatever a program or an active is accounted, it always goes with a distinct aim. In teaching vocabulary, we have to clear about our aims, how many-vocabulary list we expect learner to able to do if it is not clear at this point, it will be difficult to assess how successful the vocabulary learning has been attained.

2. Quantity

Having decide on what involved in learning vocabulary, we many then decide in quantity of vocabulary taught the number of new words that our students can learn. If we expect the words. Clearly, the actual number will depend on a number of

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[9]Jaremi Harmer, *The Practice language Teaching* (London Group, 1991).

factors varying from class and learner when there are too words as words the students many become confused, discourage and frustrated.

3. Need

In most cases, the choice of vocabulary thought to the students, the teacher uses course book or syllabus. In any cases the teacher in closing in the vocabulary those are going to be thought will relate to the aim of course and the objectives individual lesson. It is also possible for the teacher, in the other words the students are put in the situation where they have the communicate the words they need then, using the words as the information.

4. Frequent expose and repetition

In teaching and learning vocabulary there has to be a certain amount of repetition until there is evidence that the students have learn to target words. The simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning.

5. Meaning presentation

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what word denotes of refers to. They require that the word presented in such a way their denonation and references are perfect and unambiguous.

6. Situation presentation

The word presented appropriate to the students' situation. With a favorable condition, enough time convening a convenient method, the students will automatically succeed in learning vocabulary.

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7. Presenting in context

Words very seldom occur in isolation. So it is important for the students to know the collection that words occur in. so, from the very beginning the word must appear in its natural environment as it were the words naturally collocates with, which are commonly associated.

8. Learning and vocabulary in the mother tongue and in the target language.

Wallace state nine steps to learn or to achieve vocabulary in the mother tongue and the target language as follow:

1. There is a felt need.

2. The mother tongue learner mostly controls his own rate of learning.

3. The mother tongue is exposed to an enormous quantity of his own language and has tremendous scope repetition of what they learn.

4. The language is nearly always encountered in appropriate situation and in the appropriate context.

5. Since in the words are learnt as they arise out a felt need in particular situation they usually have a clear denotation.

6. The words presented are appropriate to students situation.

7. The words very seldom in isolation so it is important for the students to know the collocations are words, which are commonly associated.

8. They learn or to achieve vocabulary in the mother tongue and the target language and has tremendous scope for repetition of what he learns.

9. The students infer the meaning of words by listening and reading them used in certain context and certain situation.

9. Infringing

A new vocabulary should not occur with difficult structures and a certain amount of vagueness in guessing the meaning word must be accepted Richard. C, Jack and Long Michael, they further stated that the teacher should not expect the students' to come up with exact meanings while guessing in this manner. In regard to the learning of vocabulary involves four stages namely; (1) discrimination (2) understanding meaning (3) remembering and (4) consolidation and extension of meaning.[10]

2.1.2 The Concept of Semaphore and Sandi Technique

2.1.2.1 Definition of Semaphore and Sandi technique

Semaphore is a way to send and receive news by using flags, paddles, stems, bare hands or with gloves. Semaphore is one way of sending and receiving remote information using a combination of second-hand positions.[11] The information obtained is read through the position of the flag or hand. However, it is now a flag, called the Semaphore flag. The sending of passwords through this Semaphore flag uses two flags, each of which is 45 cm x 45 cm. The shape of the flag is a rectangular merging of two equilateral triangular pieces of different colors. The color used can actually be various, but it is commonly used in red and yellow, where the red color is always near the flag stalk.

Semaphore is one form of gesture using a flag that is commonly used during civil war in the United States. When the flag is used is white and orange and consists

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[10]Harrison, G. Allan, and Treaguest F. David. *Teaching With Analogies* (online) (*hhtp;//www.factmonster.com/spot/analogy/html,* accesed on 8th July 2019)

[11]M. Afif Anshori, *Cakap Menjadi Pramuka Penegak Laksana* (Tangerang: Mustika Ilmu, 2015), p. 61.

of only one flag. The person assigned to do this flag cue usually stands on a high ground or on a floor that is about 2-3 meters above ground level.

Morse code or ' Morse password ' is a representation system of letters, numbers, punctuation and signals using the code of dots and lines that are arranged representing specific characters in the alphabet or specific signals agreed to use throughout the World. Morse code was created by Samuel F.B. Morse and Alfred Vail in 1835.

The Morse code was first used widely after radio and telegraphy technology grew rapidly in the late 19th century. At the beginning of its use the Morse code was used for the delivery of messages between two separate areas far away using CW (constant wave) radio technology or fixed waves before radio communications were found with sound. This is because the radio was initially still on low-wave use, which was unable to transmit sound waves, but could send a simple sound like the long and short sound from Morse code.

The duration of Morse code delivery is measured in words Per minute (word per minute; abbreviated WPM), and ranges between 8-50 WPM in its use in general via radio networks or other media. Morse code is also used and studied in the World of Scout or scout. In the world Scouting Morse code is delivered using a flashlight or scout whistle. Morse code is conveyed by means of a whistle with a short duration to represent the point and blow the whistle with a long duration to represent the line.

2.1.2.2 Kinds of sandi

Baden-Powell recommends each guide to learn passwords. The password language can be made by anyone and with strange to simple patterns. Following are the types of passwords used by pars scouts.

1. Alphabet password / return password

Key = AZ or ZA, the bias is also written a = z or z.

Figure 2.1 Formula A = Z

$$\frac{\text{A B C D E F G H I J K L M}}{\text{N O P Q R S T U V W X Y Z}}$$

Example : PNG = CAT = KUCING

2. Coordinate Formula

How to: make key words, for example MERAH PUTIH (then this word will be the key later, remember keywords must be two words and the number 10 pieces, each word consists of 5 letters)

Figure 2.2 Coordinate Formula

Z	B	L	A	C	K
W	A	B	C	D	E
H	F	G	H	I	J
I	K	L	M	N	O
T	P	Q	R	S	T
E	U	V	W	X	Y

Example: WL, WB, IC, WB, IC, WB = BANANA = Pisang

3. Morse Formula

Figure 2.3 Morse Formula

A ·—	J ·———	S ···	2 ··———
B —···	K —·—	T —	3 ···——
C —·—·	L ·—··	U ··—	4 ····—
D —··	M ——	V ···—	5 ·····
E ·	N —·	W ·——	6 —····
F ··—·	O ———	X —··—	7 ——···
G ——·	P ·——·	Y —·——	8 ———··
H ····	Q ——·—	Z ——··	9 ————·
I ··	R ·—·	1 ·————	0 —————

Sandi which is an application of morse letters. Can be called applied Morse. There's a lot we can make from Morse letters, with different stages or levels of difficulty, Example: ..-./.-/-/…./.-. = FATHER = AYAH.[12]

4. Grass Code

The password is made to look like grass (short grass means a point while long grass means a line).[13] Example:

Figure 2.4 Example of grass code
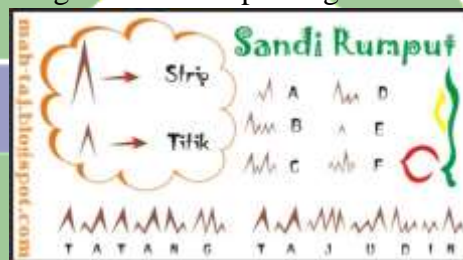
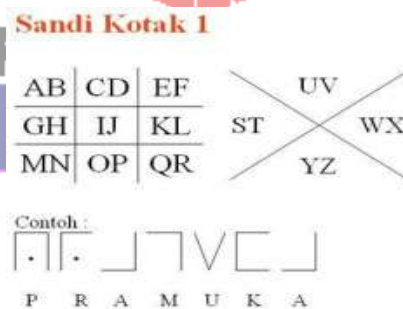
5. Building Codes (Form)

By mastering the Morse alphabet, this password is very easy to make and break!

Example : xXx.xxx.xXXx.x = ROPE = TALI

6. Password Formula Kotak 1 and Kotak 2

Figure 2.5 Formula kotak 1

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[12]Ibnu Asmara, "Sejarah Morse, Penemu dan Cara Cepat Menghafal Kode Morse," *Official Website of Ibnu Asmara.* https://ibnuasmara.com/sejarah-morse/ (30 September 2019).

[13]Pramuka Universitas Lambung Mangkurat Gugus Depan Banjarmasin, "Sandi Pramuka," *Situs Resmi Universitas Lambung Mangkurat. https://pramuka.ulm.ac.id/sandi-pramuka/* (30 September 2019).

Figure 2.6 Formula Kotak 2

both code 1 and code 2 have significant differences that can be seen from the form of the formula.[14]

### 2.1.2.3 Procedure of Semaphore and Sandi technique

1. Procedure of Semaphore techniques

Senders only use the upper arm movement to send messages. The elbow and wrist should remain straight. The position of the legs must be established but flexible to perform movements and should not be stiff. The bottom line of message senders should stay relaxed in sending messages. For message recipients is slightly different in reading messages from the sender. Because the flag position for the message recipient is the inverse of the message sender. It is therefore best to learn to be a

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[14]Pramuka Universitas Lambung Mangkurat Gugus Depan Banjarmasin, "Sandi Pramuka," *Situs Resmi Universitas Lambung Mangkurat. https://pramuka.ulm.ac.id/sandi-pramuka/* (30 September 2019).

sender or message recipient. And you should learn in pairs so that they can be proofread each other.[15]

Figure 2.7 Alphabet Semaphore Symbol
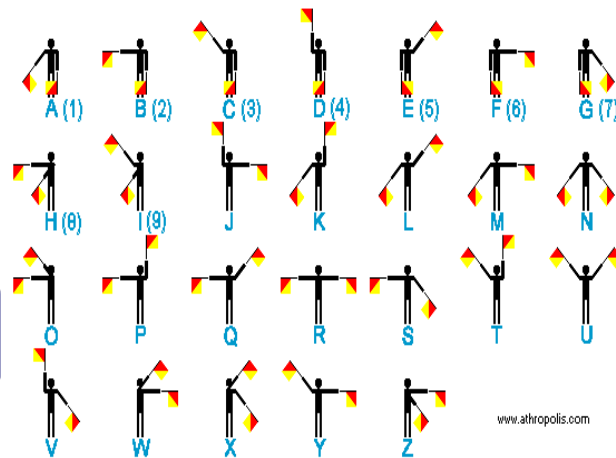
2. Procedure of sandi techniques

To memorize this code is used a method that groups the letters based on how these letters are represented by the Morse code. Such groupings include the Alphabet with Morse code that is the opposite of dots and lines, such as the letter K represented by the-.-contrary to the letter R represented by the.-. And the alphabet with the opposite Morse code. For example, the letter A is represented by the.-and the letter N represented by-. . The ability to receive and send Morse code is one of proficiency that can receive a special proficiency mark. Morse code is also used as key in breaking grass password.

2.1.2.4 Techniques to use Semaphore and Sandi technique

1. Techniques to use Semaphore techniques are as follows:

2. Try to send or receive news in a bright place.

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[15]Ibnu Asmara, "Sejarah Morse, Penemu dan Cara Cepat Menghafal Kode Morse," *Official Website of Ibnu Asmara.* https://ibnuasmara.com/sejarah-morse/ (30 September 2019).

3. For the sender should be done by two people or three people, one as a cue sender, one as a cue reader and another as the carrier of the cue code key if it is not memorized.

4. The sender's attitude is upright, and the two others squat without blocking the sender.

5. Before sending the news, send attention to the recipient. If ready the receiver replies with "K".

6. Send the letters of each word.

7. To state the word has been completed the flag is held down cross and also used when there 2are twin letters.

8. If each word is well received the recipient declares by sending the letter "C".

9. When the sender wants to make a number. Then first have to give the mark A then just make the number.

10. If the recipient wants the final post in the repeat send it to the sender "this" is assembled.

11. If the sender makes a mistake send the letter "E" eight times.

12. The finished news stated with the letter "AR" Wait for the recipient to send the letter "R" means he has received it well.[16]

To send a number begins by marking a number (numeric mode) by means of a flag is crossed forming the letter X above the head or position of the flag 4-5. Next send numbers with conditionals: letter A for number 1, letter B for the number 2, letter C for number 3, letter D for the number 4, letter E for the number 5, letter F to number 6, letter G for the number 7, letter H to number 8, letter I to number 9 , and

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[16]Muhammad Sawaluddin (https://meanakpramuka.blogspot.com/2015/10/materi-pramuka-semaphore-dan-sandi-morse.html) on 4/8/2019.

the letter J for the number O. To end the sending of the letter number V (alphabetic mode). The recipient repeats every number sent as the sign of the sent number has been understood.

One method of learning Semaphore is the direction of the wind as the example of the image below using the combination of right hand two hands in the move clockwise: in Indonesia, Semaphore is used as one of the skills that must be Held in Scout activities. Usually, this Semaphore activity is taught since the Scout level and is a practiced skill in the camp event. But along with the worsening of scout activities in Indonesia, this Semaphore skill also increasingly rarely known people.

2.1.2.5   The benefits of using vocabulary stirred

1. Communication between team members

A team of teams will certainly be formed on scout activities. This guidance password can be used to conduct confidential communication between team members. This is used so that each team's outlets are not known by other teams add memory.

The Scout password can help to improve the memory of each Scout member as they are required to memorize different types of passwords.

2. Boosts Intelligence

Scout members can increase intelligence because they are forced to think about reading text using a password.

3. Scout Learning tools to solve problems

The Scout password familiarize the Scout members with the problem. They will begin to get used to the thought of reading passwords so that in their daily lives they are also accustomed to solving the challenges they face.

4. The structure of the Scout game

The Scout password is generally used as a game in scout activities. Usually this password is used as a complement for the outbound or wide game activity. Here you will be given the challenge of using a password Scout as a guide to make your next trip.

2.2 The Preview Related Finding

Some researcher have conducted a few studies that related to the researcher are as follow:

From the analysis and discussion in the previous chapter, it can be concluded that:

1. Design the build tool of the Semaphore Viewer and Morse password is realized as expected.

2. Due to mechanical considerations, the system needs to be calibrated every 5 times a semaphore password demonstration.

3. The average standard deviation time on the Morse password display is 0.079 seconds while the average standard deviation angle on the letter show The semaphore password on the right motor is 7.89 degrees and on the left motor is 8.04 degrees.

4. The average time the letter show required on the Morse password is 0.67 seconds.

5. The average time of the letter demonstration required on a semaphore password is 3.63 seconds.

Nurfitri with the title "Increasing vocabulary mastery of the first year students of SMP Negeri 3 Pamboang through concept mapping strategy" concluded that there is significant difference of the students' vocabulary mastery before and after treatment.[17]

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[17]Nurfitri, " *Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy* (Unpublished, Pareapare: IAIN Parepare, 2018), p. 48.

Tri Wahyudi with the tiitle " Aplikasi media pembelajaran semaphore menggunakan kinect" The Semaphore Media Learning application uses Kinect can be taken conclusions as follows:
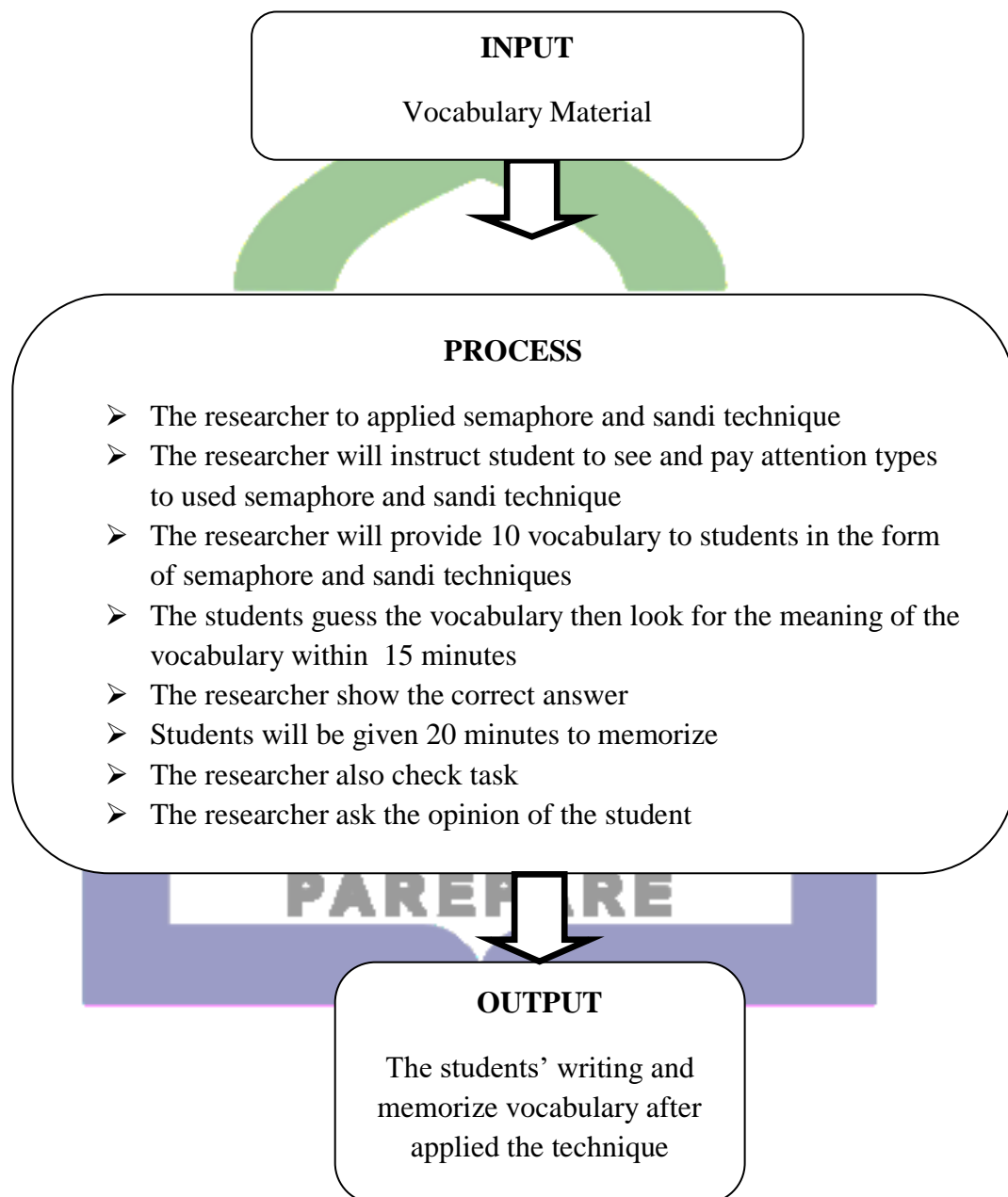
1. Kinect's hardware technology can already be applied in Scout field in terms of more interactive learning media Utilizing gestures, particularly in terms of learning Semaphore Password movement, although this version of Kinect is V. 1.5 The level of sensifitiness is less and sometimes incorrectly translates movements Letter.

2. Semaphore Media Learning application uses this Kinect can already conver letters and translate gestures Semaphore uses Kinect's device technology though The Kinect's sensitivity.

3. On Kinect sensor a semaphore movement can cover the number 1 Up to 0, where the letter A to the letter J, number 1 With the letter A to the letter J which is number 0. Next Semaphore movement letter K to Z translated Kinect corresponds to the Semaphore movement.
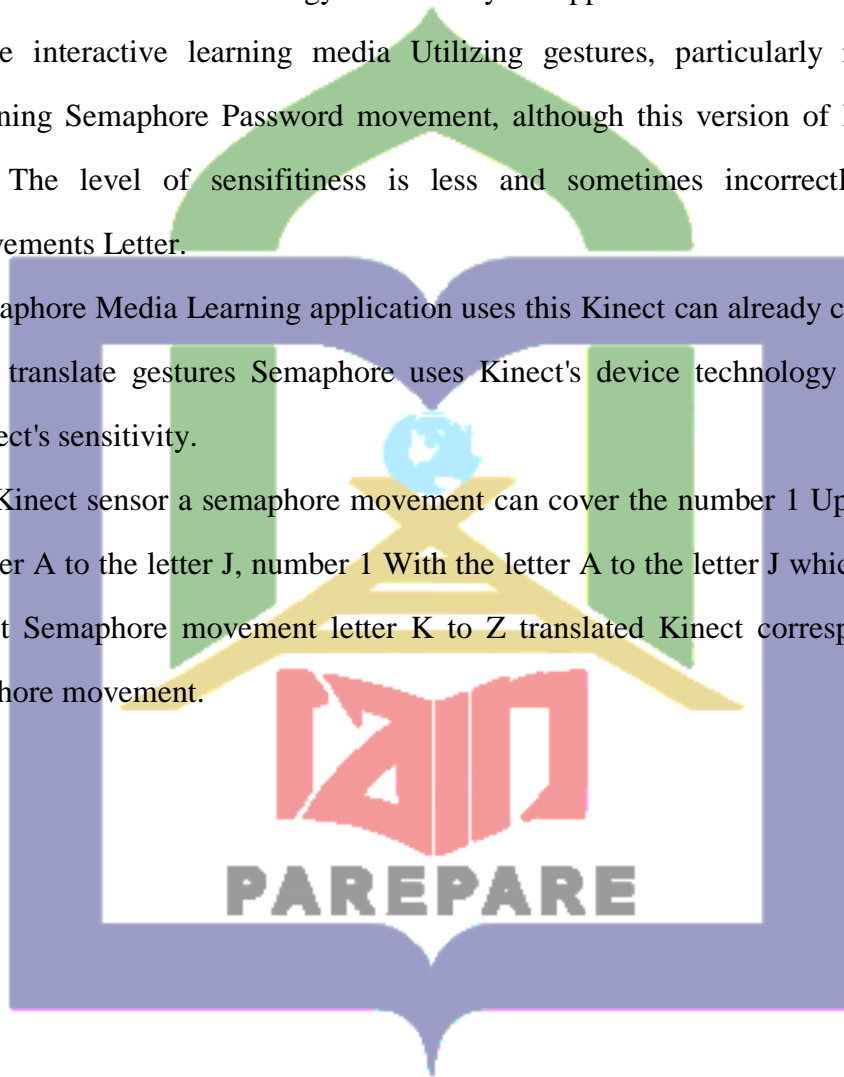
2.3 The Conceptual Framework

The conceptual framework of this research will be drawn in the following diagram:

2.8 Figure The Conceptual Framework

INPUT

Vocabulary Material

PROCESS

➤ The researcher to applied semaphore and sandi technique
➤ The researcher will instruct student to see and pay attention types to used semaphore and sandi technique
➤ The researcher will provide 10 vocabulary to students in the form of semaphore and sandi techniques
➤ The students guess the vocabulary then look for the meaning of the vocabulary within 15 minutes
➤ The researcher show the correct answer
➤ Students will be given 20 minutes to memorize
➤ The researcher also check task
➤ The researcher ask the opinion of the student

OUTPUT

The students' writing and memorize vocabulary after applied the technique

The conceptual frame works of this research are as following:

1. Input refers to material vocabulary.

2. Process refers to teaching and learning vocabulary by using Semaphore and Sandi Technique.

3. Output refers to the students' writing vocabulary and memories vocabulary at the end of teaching and learning process, it was expected that an improvement of students score and academic achievement and also an increased student's interest of learning through this technique.

2.4 Hypothesis

Based on the theoretical framework, the researcher formulated the hypothesis, namely:

1. Null hypothesis (H0) = The using of semaphore and sandi technique not able to improve the students' vocabulary mastery of the scout students of SMPN 4 Parepare

2. Alternative Hypothesis (H1) = The Using of semaphore and sandi technique able to improve the students' vocabulary mastery of the scout students of SMPN 4 Parepare

2.5 Variable and Operational Definition

2.5.1 Variable of the research

2.5.1.1 Dependen variable

Dependent variable of this research is the students' vocabulary mastery of the scout students of SMPN 4 Parepare.

2.5.1.2 Independent variable

Independent variable of this research is semaphore and sandi technique to improve vocabulary mastery of the scout students of SMPN 4 Parepare.

2.5.2 Operational definition of variable

2.5.2.1 Vocabulary mastery means students can mastering in vocabulary or an ability of students in knowing, understanding and how to use vocabulary. In this case, the researcher gives vocabularies about nouns, familys, animals, and part of body.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill English in SMP Negeri 4 Parepare.