CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary plays important roles in mastering English. Rivers in Nunan (1991: 17) states that vocabulary is essential and it is important for successful study on the second language. Wilkins in Thornbury (2002: 13) explains that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety.

Pikulski and Templeton (2004) define vocabulary as the sum of words that are used and understood by students. We “use” vocabulary when we speak and write; the term expressive vocabulary is used to refer to both speaking and writing skill since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies.

In line with the above statement, Hatch and Brown (1995: 1) states that the term of vocabulary refers to lists or set of words for a particular language or lists or set of words that individual speakers of a language might use. While Hiebert and Kamil (2005: 3) argue that vocabulary is the knowledge of meanings of words. Knowledge of words comes in at least two forms: oral and print. The students have to understand both of the two
forms to master the English basic well. Based on the definitions mentioned previously, it can be concluded that vocabulary means that a list or set of words that comes in two forms: oral and print.

2. The Vocabulary’s Classes

According to Thornbury (2002: 3-12), the vocabulary’s classes can be classified as follows:

a. Nouns

Nouns are words that refer to a person, place, or thing. Some nouns are very similar to verbs in meaning, such as swimming, dancing, and praying, which bring verb qualities to nouns. Some nouns are also very like adjectives in their meaning, such as dark.

b. Verbs

Verbs are words that denote action. Verb has two classes. First, lexical verbs have meaning such as run, jump, sit and stand. Second, auxiliary verb which is generally used for the purpose grammatical than for meaning such as can, may, might, and will.

c. Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color names.

d. Adverbs
Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that does not include the adjectives and determines that directly modify nouns.

3. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should be taught to the students. According to Lado (1972: 1) as cited in Mardianawati (2012: 11), there are several vocabulary aspects that students should need to know and learn, they are: meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different contexts. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. The meaning of words can be communicated in many different ways. Nation suggests that teachers can convey meaning to their students by using demonstration or pictures (using object, using gesture, blackboard drawing and pictures of book) and by verbal explanation (analytical
definition, putting the new words in a defining context, and translating into another language) (Nations, 1990: 51 as cited in Kareem, 2000: 6). When the students are involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently.

Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

Spelling is important because it aids in reading. It helps cement the connection that is shared between sounds and letter. Many letters can represent more than one sound. This is seen, for example, in the letter a, which can represent /æe/ as in apple, or /a:/ as in ask. On the other hand, many sounds can be represented by more than one letter or combination of letters; for example, /u/ appear in put, book, and could.

c. Pronunciation

Pronunciation is the act or manner of pronouncing words. Most of words have only one pronunciation, but sometime a word has two or more pronunciations. English pronunciation is difficult to be learnt because it is not related to the spelling of words. Good pronunciation avoids misunderstanding in communication, thus it makes receiver easier to communicate.

d. Word classes
Word classes are categories of word. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word use

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

In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material being taught in the class using Word wall.

4. Teaching Vocabulary

A key part of being a language teacher is knowing how to help students learn vocabulary both well and reasonably quickly. The key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave their classroom. The effectiveness of the strategies for individual teachers and learners depends on many factors, and language educators must approach
decisions about method and materials system, (Hatch and Brown 1995: 422).

**a) The Principles of Teaching Vocabulary**

A teacher must be able to provide a good system in teaching vocabulary. A good teacher should have a set of guiding principles that can be applied in a variety of teaching and learning situation. There are some principles of teaching vocabulary as follows:

1. **Focus on how many words and which words to teach**

   A teacher should focus on how many words and which words to teach. The teacher has to make a decision how many words that can be learned by the students in one day. By doing that decision, the teacher can teach which words that can be used by the students in different way.

2. **Give Attention to the Words Frequency**

   Learners will find the frequency of words (easy, medium and difficult words) that will be met and used in communication. It should also be fluently accessible for receptive and productive use.

3. **Encourage Learners to Reflect on and Take Responsibility for Learning**

   Learners should be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best options, and the ability to monitor and evaluate progress with those options.

**b) Problems in Teaching Vocabulary**
Teaching vocabulary is not an easy matter for a teacher. Both teacher and students will face some problems. Allen (1983: 8-9) states the problems in teaching vocabulary as follows:

1. Foreign words for familiar objects and person are important to teach, but we cannot expect most members of the class to learn them easily. It means that some of words are new for the students to be understood.

2. Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need. It means that when the students want to know new words for learning, they feel that the words are only one of the requirements in learning the class.

3. Students are very likely to feel that foreign word for familiar objects are not really needed when the foreign language is not used for communication outside the language class. It means that the students think that learning vocabulary is not important enough because they feel that they want to study vocabulary if they are communicating outside with the foreign people only.

4. When student feels no real need to learn something, a feeling of need must be created by the teacher. It means that the teacher has to have creativity to persuade the students in learning the vocabulary.

5. To create in students’ minds a sense of personal need for a foreign word, it is not enough to say, “Here is a word to learn.” “Here is what the word means.” “The word will be useful to you someday.”
c) **How to Help Students Learn Vocabulary**

Some teachers’ considerations to help students learn vocabulary:

1. Keep the instructional goals in mind.

   It can be explained that the teacher has to know the building vocabulary that has two broad goals; 1) to increase students’ knowledge of words that they need to be successful in school and, 2) to deepen their knowledge about the words and the strategies to find out the meaning of many new words.

2. Find time for students to explore words with others.

   There are many activities that can be done in this lesson. The students may do it independently, pairs or in a groups. Make the activities fun and interesting so the students can follow the lesson well.

3. Keep the learning outcomes in mind

   The teacher has to have the target in doing the lesson. The students should understand: 1) the meaning of the words, and 2) the appropriate way for using the vocabulary.

4. Help the students become “word aware” by weaving the week’s root or word family into other activities.

   The teacher and the students can post words that feature the week’s root or word family. It invites students to write any words they run across on chart paper (Tim et al., 2007).
d) The Implication of Teaching Vocabulary

Based on the teaching vocabulary, the teachers have to know the students’ understanding in learning the teaching and learning process. Thornbury (2002: 30) explains that the implications of teaching vocabulary regarding how students learn and develop vocabulary:

a. Students need tasks and strategies to help them organize their mental lexicon by building networks of associations.

b. Teachers need to help the students on direct translation from their mother tongue.

c. Teacher should direct attention to the sound of new words, particularly the way they are stressed.

d. Students need to be involved in the learning of words.

e. Students need multiple exposures to words and they need to retrieve words from memory repeatedly.

e) Teaching Vocabulary

Four language skills have to be linked by using vocabulary. For teaching vocabulary, the teachers have to give the spelling, pronunciation and meaning of the words to the students.

Based on Harmer (1987: 85), there are some techniques of teaching vocabulary which can be applied in the classroom as follows:

a. Using Realia
It means that the use of real object that can be seen by the students. the teacher gives such a real thing in the classroom, so the word can be easily explained.

b. Showing Picture

Picture is a visual repetition or imaged painted, drawn, photographed. Picture can be used to explain the meaning of vocabulary items. The teacher can draw things on the board or bring picture in the classroom. Pictures can be wall pictures and charts, magazine pictures, and the other non-technical visual repetition.

c. Word Association

The teacher mentions the things connected the words. For the example, the teacher mentions “banana, apple, grape” for the name of fruit.

d. Translation

Translation is an easy way to present the meaning of words. In the first, it is not always easy to translate the words for the students.

e. Mime, Act-ion and Gesture

Not only the pictures but also the teacher’s mime, action, and gesture can help the students to understand the new vocabulary.

f. Contrast

It means that the teacher has to give the antonym or the opposite of the words to the students. so the students can think about the words that will be known by them. For the example when the students want to
know the meaning of “dirty”, the teacher may give the clue “the opposite of clean”

g. Enumeration

It is a thing on a list one by one. The teacher can use this to present meaning. The teacher can say “animal” and the students describe “elephant, dog, cat, etc”.

h. Explanation

Explaining the meaning of vocabulary items can be very difficult. It will be important to give such explanation to make sure that the explanation includes information about when the items can be used.

i. Cartoon

Cartoons are media that are easy to understand. It contains homorous aspect that can be appreciated by the students.

f) Learning Vocabulary

Based on Lado (1972: 1), there are some ways which maybe used to help the students to learn and master vocabulary as follows:

a. By using dictionary

Obviously, a language learner has to have at least good vocabulary. Meanwhile when the students have troubles catching the meaning of word, dictionaries can be used effectively if the students are aware of words limitation and consult them only to find a quick definition.

b. By using note book
One of the most effective ways to control the learning of new words is to keep a small one in our pocket so that somebody can write down word whenever see them.

c. By guessing meaning

Often, especially in reading, the students will find words whose exact meaning is not absolutely necessary for them to know in order to understand the sentence. Therefore, the students do not run to the dictionary every time they meet a strange word. They have to wait and see if something else in the context becomes a clue to its meaning.

B. Reading

1. The Definition of Reading

Grellet (1981: 7) explains that reading is process of guessing, and what one things to the text is often more information than one finds in it. It means that the students have to guess the content of the text that they have read. After guessing the content of the text, they have to understand the meaning of the content itself.

Leu and Kinzer (1987: 9) declare that reading is a developmental, interactive, and global process involving learned skills. The process especially in corporates an individual knowledge, and can be both positively influenced by nonlinguistic internet and external variable and factor. By the meaning that is explained previously, it can be known that
reading is an interactive way to get the information that can be done in the text. The information can be useful for the students.

Brown (2004: 185) explains that reading is likewise a skill that the teachers simply expect learners to acquire. The teachers have an expectation to the students to understand what they have read from the text and the students can share their idea about the content of the text.

Based on the explanations mentioned previously, it can be concluded that reading is one of the activities that can be done to get the information and the content based on the text.

2. **The Importance of Reading**

Here are the importances of reading for the students as follows:

a. It helps wean students away from the word-by-word processing of the text, encouraging them instead to go for the general meaning of what they read, and to ignore any details they do not fully understand.

b. by meeting the same patterns of letters, words, and combination of words again and again, students process them more quickly and accurately, thus developing a sight vocabulary (words that are technology, and other advancements which make succeed for them life.

Here are the correlations between vocabulary, reading and the students:
By the graphic shown previously, it can be concluded that if a good reader (the students) have large vocabulary, it can help the students’ academic. It means that the students’ academic will be increased.

3. The Purpose of Reading

Binning (1952: 23) declares the purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages. There are some points of the aims of reading as follows:

a. Reading for understanding

By doing reading, the teacher expects the students to understand the idea of the text that is given by the teacher.

b. Reading for detail of fact

When the students are doing reading, they get detail information of the text.

c. Reading for inference

It’s to find out the conclusion from the action on ideas on the text.
d. Reading for memorization

The students read the text to fix conclusion and serve immediate recall.

e. Rapid reading

The reading demands the students to expand his general knowledge.

f. Reading for enjoyment

This reading is just for fun like read poem, short story or so on.

C. Word Wall

1. The Definition of Word Wall

Janet (2007: 119) says that word wall is a media that help the students to understand the vocabulary easily. This technique can be done by writing the vocabulary in large paper and put the paper on the wall. The writing should be read by the people easily. It is better to use portable word wall because the paper can be tauched easily so it can be moved as the students want.

Word wall can be defined as an ongoing, organized display of key words that provides visual reference for students throughout an unit of study or a term. These words are used continually by the teachers and students during a variety of activities. It means that when the teachers and
the students want to make a word wall, it can be seen by all the people so when the students are in the classroom, they can see the vocabulary that is on the wall and they can remember what they see. Directly, if the students see the words, they will say it. It helps the students to remember the meaning of each words.

Cunningham and Allington as cited in Allen (1983: 119) declare that word wall is a displayed collection of words that support ongoing teaching and learning in the classroom. Words collected on the Word Wall could be high-utility words. These are words that are used often in an individual classroom. A topical Word Wall consists of words related to a theme, text, or unit of instruction.

Based on the explanation mentioned previously, it can be concluded that word wall is a media that can be used to help the students remember the vocabulary. It can be done by writing the new vocabulary and put it on the wall. The writing have to be seen and read easily.
2. The Importance of Word Wall

Here are the importances of word wall for the students as follows:

a. It provides a permanent model for high frequency words. It can be explained that word wall can be one of the teaching models that can be used to help the students in remembering the high-meaning of each words.

b. It helps students see patterns and relationship in words, thus building phonics and spelling skills. By writing some words on large paper and put it on the wall, it helps the students to learn how to spell the words properly.
c. It provides reference support for children support during reading and writing activity. By making word wall, it help the students to master reading and writing automatically. For making the word wall, the teachers and the students need to write. It can improve their writing. They can find new vocabulary by doing reading activity. It means that they can master their reading during making word wall.

3. The Procedure of Using Word Wall

Here are the steps of using word wall as follows:

a. The teacher makes words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.

b. Teachers and students should work together to determine which words should go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually — a general guideline is five words per week.

c. The students use the word wall daily to practice words, incorporating a variety of activities such as chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.

d. The students provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing.
e. The teacher should add the new information on a regular basis.

f. The teacher uses content-area material from the curriculum rather than randomly selected words.

g. The word walls should be referred to often so students come to understand and see their relevance.

4. The Advantages of Word Wall

Allen (2007: 121) explains that there are some advantages of word wall. Here are the advantages of word wall as follows:

a. It can be used as the way for teaching. It can be one of the teaching models that can be applied in all grades. The use of word wall can be divided based on the students’ grade.

b. It is easy to be done because the teacher can persuade the students to make the words together. The teacher can ask the students to find the new or difficult words based on the material that is given by the teacher. By doing this, the students can remember what they have written so they have passion to know the meaning of the words they have found.

c. It can increase writing and reading activity. By making word wall, the students have to write the words on a large paper. It helps them to increase their writing. On the other hand, after finishing writing, they read their word and their friends’ word on the wall. It improves their reading skill directly.
5. The Disadvantages of Word Wall

Allen (2007: 122) explains that there are some disadvantages of word wall. Here are the disadvantages of word wall as follows:

a. It wastes time. making word wall needs more time because the students have to read the text first then find the new or difficult vocabulary. After that, they have to write their vocabulary that is found on a large paper. The last, they have to put their word on the wall. If 1 meeting of English teaching learning process about 80 minutes, the teacher and the students may use 50 minutes to do it. This activity cannot be done once.

b. It makes noisy because this activity needs to be done by interacting one student to others. They have to share one another about the new vocabulary they have found on the text. It can disturb the other class if the teacher cannot handle the class well.

D. Teaching Vocabulary Through Reading Text by Using Word Wall

Based on the explanations mentioned previously, it can be described the steps in teaching vocabulary through reading text by using word wall as follows:

a. The teacher gives the material (such as a narrative text) that will be given to the students.
b. The teacher gives the time for the students to read the text and gives them chance for understanding the text by themselves.

c. The teacher prepares the large paper and marker.

d. The students are given the opportunity to explain or to share the new or difficult word that they have found on the text.

e. The teacher gives the large paper for each student and let them to write the new or difficult word that they have found on the text. (Their writing have to be seen by all the people).

f. Then, the teacher asks the students to put their writing on the wall.

g. Let the students see all the word on the wall.

h. The teacher asks to all the students about the meaning of each word. (Give the opportunity for the students to answer first).

i. If all the meaning of words have been known, the teacher gives the material about narrative text.

j. They have to share one another about the new vocabulary they have found on the text.

E. Basic Assumption

Word wall gives the students to learn the vocabulary well. By using word wall in teaching and learning process, the students can identify the function of the word, the part speech of word, and also know the meaning of word. The students know whether or not they understand about the vocabulary that they found on the text. Besides that the students are able to
use the vocabulary appropriately in text. So, by using word wall, it can increase students’ vocabulary.

F. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis of the research is: “word wall is effective for teaching students vocabulary through reading text”.

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