A. Vocabulary

1. The Definition of Vocabulary


Pikulski and Templeton (2004:1) define vocabulary as the sum of words that used by and understood by students. We “use” vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the 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, Hatch and Brown (1995:1) states that the term of vocabulary refers to a list or set of words for a particular language or a lists or set of words that individual speakers of language might use. While Hiebert and Kamil (2005:3) argue that vocabulary is the knowledge of meaning of words. Knowledge of words in at least two forms: oral and print.

From those linguistics’ definition, we can concluded that is the knowledge of a language might understand and use in the form of oral and print.
2. The Importance of Vocabulary

Vocabulary is the basic component of language proficiency which provide the basis for learners’ performance in the both productive and receptive skills of language. Dealing with the students performance in the skill of language. (Stahl and Fairbanks in Bromley 2007:527)

Vocabulary should be placed in the center of language teaching as it plays an important role in creating understanding of language through what a student hears, sees, and reads in the classroom.

Vocabulary is the point of language learning. Language skill depends on mastering the vocabulary. The more vocabulary is mastered, the bigger possibility that somebody has in language is. (Tarigan:1984:82)

From those statements, it can be concluded that vocabulary is needed in order to master four language skills; writing, speaking, and listening. Vocabulary is first basic important thing in learning English. Vocabulary is also important when someone will write, speak, or read in english. So, he/she have to increase and master vocabulary more and more to use English well.

3. Problem of Learning Vocabulary

The problem of vocabulary are caused by lack of equivalence between lexical herms of different language. Beside that, the core failure of mastering a foreign language is mainly determined by the limited stock of words, which will built up the meaning of spoken or written
form. William Francis (1958: 78) describes the problem of learning vocabulary as follows:

a. Memorizing problem

There are some memorizing problems:

1) The students have low motivation to learn vocabulary.
2) The students are reluctant to memorize the new words.
3) The students do not always use the words they have known to communicate in daily activities. The longer they meet the words, the faster they forget them.
4) Some English teachers do not find and use proper teaching strategies which maintain the students’ ability of memorizing the words. For this reason, English teachers should known a strategy, which is suitable with the objectives if instruction.

b. Meaning of problem

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words. Sometimes, the meaning of words changes because of its function in sentences.

Based on explanation above, teaching vocabulary needs many right ways. We have to know how far their competence and what the right strategy is. We can not just once; we need practice and practice more. Reviewing or mentioning the known word should be made, so the students will understand the contrast.
4. The Types of Vocabulary

Nation (in Rasouli: 2013) has divided vocabulary in the specific reference as follows:

a. Receptive Vocabulary: knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it is seen (What does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

5. Aspect of Vocabulary

In learning vocabulary, there are five aspects that can be learnt by the learners. In this research, it focused on learning five aspects of vocabulary,

According to Lado as cited in Mardinawati (2012:11) the aspect of vocabulary that can be learnt by the learners are as follows:
a. Meaning

Meaning is the most important aspect of vocabulary that encourage students independence so that students will be able to deal with new words and expand the vocabulary beyond the end of the lesson. The meaning can be conveyed by using demonstration (using object, using gesture, whiteboard drawing and pictures of book) and by verbal explanation (analytical definition, putting the new words in a defining context, and translating into another language (Nation, 1990:51 as cited in Kareem, 2000:6). Involving students in discovering the meaning, it will easy for students to remember the word and its meaning.

b. Spelling

In learning vocabulary, spelling is important in learning vocabulary. Spelling is the connector of sounds and letters. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happen with many British or American English terms (Nation, 1990:51 as cited in Kareem, 2000:6).

c. Pronunciation

Pronunciation of a word is what someone hears when others say the word. What a speaker means to say might be difficult to
understand by the listeners when the sounds produced are incorrect. According to Suwartono (2008:2) states that pronunciation seems to be a central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

d. Word Classes

Word classes are categories of words. Word class is an important feature in semantic feature analysis. In each following set of words, one word does not belong. There are grammatical patterns that should be practiced fluently to the students such as noun (countable and uncountable) verb complementation, phrasal verb, adjective and adverb (Kareem, 2000:4).

e. Word Use

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

6. Steps of Learning Vocabulary

The main purpose of language teaching and learning is making the learners be able to conduct meaningful communication by using the target language, and vocabulary is realized as the main tool of communication. Therefore, it is important for an English teacher to know the effective ways in teaching vocabulary. Brown and Payne in Hatch and Brown (1994: 373) did
an analysis that resulted in very clear model where the strategies included five essential steps. Those are:

a. Having sources for encountering new words

The first essential step for vocabulary is encountering new words, that is having a source for words. The students’ strategy here includes learning new words by reading books, reading newspaper and magazine. In this case, the source of new words in form books or context that the students follow the reading class. In the text, there are a lot of new words that can be learnt by them.

b. Getting the word form

The second step essential to vocabulary learning appears to be the getting of clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound similar in native language, “writing the sound of words using sound symbols from native language.

c. Getting the word meaning

The third essential step in the learner’s reported strategies is the one which is most often associated with idea of vocabulary learning-getting the word meaning. This step includes such strategies as “asking native English speakers what words mean.

d. Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne’s analysis requires the consolidation of form and meaning in memory.
e. Using the word

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. Such an argument can apply to many of the other processes as well, since a great amount can be comprehended in context even if a reader or listener knows nothing about many of the words being used. However, if the goal is to help learners move as far along the continuum of word knowledge as they can, word use is essential.

B. SCANR

2. The definition of the SCANR strategy

SCANR is a strategy for inferencing a new word’s meaning from context. SCANR is an abbreviation based on the initial letters of word denoting the order of the procedures: substitute (a new word to be substitute with another or expression), check (for key in the context to confirm the assumption), ask (students look at the wider context, including the surrounding clauses and sentences.), need (making a guess to the meaning of the word), revise (revise the answer). (Jenkin et al in Takac 2008:89)

3. The advantages of SCANR strategy

According to Walkes (2008:22) the advantages of SCANR are:

a. Strategy to retrieve word meaning without overtaxing their memory and creating additional anxiety.
b. Students are helping in mastering vocabulary.

c. Students are helping to gain a general meaning of unfamiliar word.

4. The purpose of SCANR strategy

The purpose of the SCANR strategy is to allow the students to infer or guess the meaning from the context. It helps students increase their vocabulary because the students stay focused on the specific meaning based on the context. The students will be the active because they work individually.

5. The implementation of SCANR:

A SCANR strategy of learning and increasing vocabulary is possible, we need to know how to train students. Nation (1983: 89) gives a very good model on how to guess unknown words:

1. Substitute
Look at the unknown word to be substituted with another or expression and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?

2. Check
Look at the clause or sentence containing the unknown word for key and to confirm the assumption. If the unknown word is a noun, what does this noun do, or what is done to it? And what adjectives describe it? What verb is it near? If it is a verb, what nouns does it go with? Is it modified by an adverb? If it is an adjective, what noun does it go with? If it is an adverb, what verb is it modifying? Then,
looking at form of the word for any clues as to meaning. Break the
unknown word into its prefix, root, and suffix, if possible.

For example: downhearted is made up of down+heart+ a participle
affix (-ed). If the student have difficulties about prefix, suffix, root,
or affix, teacher should teach it first.

3. Ask
Looking at the wider context, including the surrounding clauses and
sentences. Especially if there are ‘signposting’ words, such as but,
and, however, so, that might give a clue as to how the words is
connected to its context. For example: it is awful, but it is fun: the
presence of but suggestedts that waful is not similiar in meaning to
fun.

4. Need
Making a guess to the meaning of the word, on the basis of the
above strategies. In this part, teacher must always guide the students
in guessing process

5. Revise
Reading on and see if the guess is confirmed; if not- and if the word
seems critical to the understanding of the text- go back and repeat
the above steps. If the word does not seem critical, carry on reading.

Maybe the meaning will become clearer later on.

This is the example of guessing meaning of word using SCANR
strategy:
**Unforgettable Experience**

One day I joined an English club at school, and I was the winner. Then the next day, me and two of my friends who as the winners were chosen to joined the competition at the district level. I felt very happy when I was chosen.

I had to memorize the story one day. Then, I went to school with impassioned for exercise with my friend, we were given advice from our teacher about pronunciation, facial expression, gestures, and appreciation.

1. Substitute
   Students find the unknown word to be substituted with another word, in the text the unknown word is “joined”

2. Check
   Students look at the clause or sentence containing the unknown word to decide the class of word. The word “joined” is a verb because it comes after noun.
   Students look at form of the word for any clues as to meaning.
   Break the word to strengthen the assumption. The word “joined” is made up of join+affix (-ed).

3. Ask
   Then, students can see the preposition “at” and the word “school”. From those clues, students can select the meaning of the word “joined” and try to guess in the next step.
3. Need

From those clues, students can select the meaning of word “joined”. It can be “followed” or “left”.

4. Revise

After they guess the meaning, both students and teacher check together.

C. Basic Assumption

SCANR strategy means the teacher allow to infer or guess the meaning from the context. The teacher gives a new way to understand a new word by collecting unknown word to be substituted, look at the clause or sentence containing unknown word for key, look at the wider context including surrounding clauses and sentences, make a guess to the meaning of the word, and revise the answer together. In this case, the writer has assumption that teaching vocabulary through SCANR strategy is effective.

D. Hypothesis

Based on the basic assumption above, the writer has hypothesis that teaching vocabulary using SCANR strategy is effective at the eight grade students MTs Muhammadiyah 7 Kejobong in academic year 2014/2015.