CHAPTER II
THEORETICAL REVIEW

A. The Nature of Vocabulary

Vocabulary is one of the basic elements that make up language. Words are signs and symbols for expressing our ideas. If we have much vocabulary we can also have good language skill, such as in speaking, writing, reading and listening. Vocabulary is also one of the major problems confronted by whom learning English as a foreign language. Without having vocabulary, one cannot learn English and cannot communicate his or her idea as clearly as he or she would like and he or she will not understand what the meaning of something which they had read, saw, and listen.

Hatch and Brown (1995: 368) proposed that the term “vocabulary” refers to a list or set of words that individual speakers of language might use. Since vocabulary is list, we may think that the only system involved is that of alphabetical order. “Vocabulary” means the ability to recognize individual words and to associate meaning with the particular combination of letters that form a word (McWhorter 1989: 26). Words are symbol, they are groups of letters that stand for, or represent, either a physical object or an idea. Hornby
(1984: 959) defined that “vocabulary is the total number of words with rules for combining them to make up a language”.

Experienced teachers of English know well how important vocabulary is. They know that students must learn words that speakers and writers of English use. Students should master vocabulary well in order to write well and acquire the fluency of speaking and to understand what is written. Vocabulary development is an essential factor in learning English. If we do not have enough vocabulary, we will have difficulty in understanding what is learned.

B. New Vocabulary

New vocabulary means difficult word or unfamiliar word. In other words, new vocabulary means words found by the readers in reading that make them difficult to understand the meaning of those words. There are some aspects of vocabulary that will be measured in this research:

1. Meaning

   Every word has meaning. In Oxford Advanced Learner’s Dictionary states that meaning is the thing or idea of the word.

   In linguistics, meaning is what the source or sender expresses, communicates, or conveys in their message to the observer or receiver, and what the receiver infers from the current context. Ambiguity means
confusion about what is conveyed, since the current context may lead to different interpretations of meaning. Many words in many languages have multiple definitions.

2. Spelling

Spelling means the act of forming words correctly from individual letter. Spelling attempts to transcribe the sounds of the language into alphabetic letters, but phonetic spellings are exception in many languages for various reasons. Pronunciation changes over time in all languages, and spelling reforms are irregular in most languages and rare in some. In addition, words from other languages may be adopted without being adapted to the spelling systems, non-standard spellings are often adopted after extensive common usage, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually. The emergence of an accepted standard spelling is a natural phenomenon. Standardized spelling establishes whenever a writing system develops in order to exhibit less variation and streamline written communication.

3. Pronouncing

Pronouncing means sound of a word or letter. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their
childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class or their education.

4. Usage

Usage is the way in which words are used in language. Choosing the right word at the right times is often a challenging task because it requires recognizing the role context plays in determining the best means of communication. Choosing the right word to match the meaning you intend is equally challenging task and a process that requires a fair amount of trial and error. Below are a few guidelines to help you in the selection process.

Consider what might be the right word(s) in a given context by evaluating your audience, their needs, and their understanding of your subject matter. Whenever possible, avoid clichés and empty words. Find the clearest and most direct way to articulate ideas.

1. Use the right word

A word is “right” when it is used appropriately and in a context where its intended meaning, tone, and implications correspond to those associated with it. In other words, the writer should understand and be comfortable with what the word means both denotatively and connotatively.
Denotation is the definition of a word, while connotation refers to the implied meaning carried by a word. Connotations build from how a word is used in particular contexts. Moreover, two words might have the same denotative meaning, but differ in their connotations. For example, home and house both refer to ‘a shelter in which one or more people live’. However, while house refers primarily to the physical structure, home generally refers not only the structure itself but also to a person’s relationship to that structure, which connotes belonging and warmth. The most reliable way of learning how a word is generally used comes from careful observation of how a word is used in specific contexts.

2. Avoid clichés and empty words

The problem with using clichés and empty words when trying to make your ideas more accessible to readers is that you can end up having the opposite effect. Empty words are just that words that take up space but add little meaning; clichés are overused expressions that have lost their meaning or rhetorical punch. Empty words are words that are not necessary to communicating your meaning because they do not add new information. Consider these examples:

2.1 The book is white in color.

2.2 I’m majoring in the field of accounting.
If we remove the phrases “in color” and “the field of” from those sentences above, the effect is dramatic: “The book is white” and “I’m majoring in accounting” are much more direct. The edited phrases are “empty” because they add no new information to the sentence.

3. Be clear and direct

Simplicity ensures clarity. Choose the words that clearly express your ideas. Words you rarely use or “big words”, while often invoked to give the appearance of mastery and expertise, can actually confuse readers, particularly if a word is unexpected in its context or suggest in appropriate connotations. Nevertheless, there are no other words that convey the same idea. Being clear and direct does not preclude you from using those words as long as you use them correctly and as long as the context is right.

5. Class word

Class word is a set of words that display the same formal properties, especially their inflection and distribution.

The two major families of word classes are:

a. Lexical or open classes (nouns, verbs, adjectives, adverbs).

Open classes is the category of content words that is, parts of speech that readily accept new members. The open classes in English are nouns, verbs, adjectives, and adverbs.
b. Function or closed classes (determiners, particles, prepositions, and others).

Function or closed classes is the category of content words that is, parts of speech that do not readily accept new members. The closed classes in English include pronouns, determiners, conjunctions, and prepositions.

C. Vocabulary Mastery

Learners should have ability, capability and power. A power and capacity refers to mastery. Mastery is a great skill of language and vocabulary is a total number of words which make a language which might be used by individual speakers. It can be said that vocabulary mastery is a great skill of knowledge of words which make up a language.

Vocabulary mastery has always been an essential part for learning English. Learners should master vocabulary adequately to support the four skills. Vocabulary mastery deals with the ability to master words and words meaning. The learners must be able to use the words in the sentence appropriately. They should understand the meaning too.

Without having vocabulary mastery, learners cannot master English well. Mastering English vocabulary is a key to be successful in learning
English. There are some criteria students who are mastering vocabulary (Wallace and Farch in Lusianto 2003: 10).

The criteria are as follows:

1. The students can spell vocabulary correctly.
2. The students are able to recognize words in spoken and written form.
3. The students are able to related vocabulary to appropriate object or concept (knowing the full meaning of potential and not just one specific meaning).
4. The students are able to recall it well.
5. The students are able to pronounce vocabulary in recognize way.
6. The students know in what way vocabulary can combine with others word.
7. The students know the full meaning of the word and not just one specific meaning.
8. The students know the relation between the word and others words with in lexical set.
9. The students are aware of vocabulary connotations and associations.
10. The students can use vocabulary on the appropriate level of formality and the appropriate situation.
D. Vocabulary Learning

The quality of language skills depends on the quality and quantity of vocabulary. If we have much vocabulary, we can also have good language skill. We need to realize and understand that progress of students at the school is caused by their language skill. In other words, the progress of class means increasing quality and quantity of their vocabulary in all lessons which they get according to curriculum.

From the explanation above, Tarigan (1986: 26) states that:

1. Quality and quantity of students’ vocabulary mastery is basic personal that is good for development of psychology.
2. Development vocabulary is the development of conceptual which is good for basic education for each school.
3. A systematical program for development of vocabulary will be influenced by age, income, ability and social status.

As we know that words are very essential. Having lack of them make us unsecured. In learning a language, people always try any ways to master it. Lado in Taufik (2003: 8) states that there are some ways that can help learners in learning and mastering vocabulary, such as:

a. Dictionary

A dictionary is very important source of information about words. Looking up dictionary when we have trouble to catch the meaning of
word is one of ways that can help learners in learning and mastering vocabulary.

b. Aids and memory

The learners used the book in keeping the new vocabulary, when they find a new word in the text and they do not understand what it means, they may write it down in the text book.

c. Guessing the meaning

In English there are so many words but the words given in classroom are only a few of them. Students do not always know the meaning of words. It is possible for them to look it up in dictionary, but boring. In this case the appropriate is guessing the meaning of the word according to the text.

d. Understanding the context

For example, there is a sentence:

The boys are sitting under the old elm, listening to the singing bird over head on the branches. Supposing that the students do not know what the word elm means. By understanding the context, it indicate that elm is kind of tree.

Rubin (1992: 2) stated that in learning vocabulary, there are some suggestions on how to study vocabulary for the students, they are:

1. Choose the best time so that you do not feel pressured.

2. Try to find a place free of things that may disturb your studying.
3. Do not try to do all the exercises in one sitting. Studies have shown that you will remember your material better if you space your studying over a period time. The thing to do is to find and work at space that is good for you.

4. Recall, which refers to how much you remember. It is very important in learning a word and its meaning. You should cover the meaning to see if you can recall it.

5. Who the entire exercise is completed, go over the word you have learned. In addition, take a few minutes before a new exercise to review the previous exercise.

6. To remember the vocabulary words, try to use them daily in written or speech.

E. Learning New Vocabulary

   It is unlikely that readers will know every word in a text and even if they think they have seen every word before, it is unlikely that they will have seen a particular word in its present context. It is therefore necessary to work out the meaning of new vocabulary or difficult word or unfamiliar word in context. This is necessary even if readers have dictionary does not know the exact context in which the word is being used.

   There are three solutions to increase the level of vocabulary mastery in academic work: read, read, and read.
1. Is it necessary to know the exact meaning of a particular word?

Often a rough meaning is enough (does the word have positive or negative meaning?). Remember the purpose of reading an academic text is to get information and it is possible to understand the text without knowing the meaning of every word. It is not necessary to be able to explain, or translate, the meaning of word.

2. Look for definition

The author may know a particular word may be new so explains. The author may also be using the word in a new, or unusual way so will need to explain how it is being used. This will be done by using a definition, an explanation, an example or by using a synonym (a word with the same meaning). The phrases “called”, “known as”, “is the name applied to”, “in other words”, “that is”, “is said to be” are often used.

Examples:

a. The words “polybrachygyny” and “leks” are explained

- Some male birds spend all their time mating and do not provide the female with any benefits other than indications of their vigour. This condition called polybrachygyny, means that male that show the most effective displays are most persuasive in attracting females. These displays are given at localized courting places called leks.
b. Synonym in apposition or with “or”

- Some metals are malleable; they can be hammered into flat sheets; nonmetals lack this quality. Some metals are also ductile; they can be drawn out into thin wires; nonmetals are not usually ductile.
- Glandular fever, or infectious mononucleosis, is a serious disease.
- Each transformed organism is fitted to or adapted to its habitat.

c. Example

- We humans are Animalia: mobile, multi-celled organisms that derive energy from ingestion (“eating”).
- Methadone is an example of synthetic narcotic drug.

d. Description

The Anthropoidea, on the other hands, are sometimes called the “higher primates”. They have relatively larger and rounder skull cases, flatter faces, and mobile lips detached from the gums.

e. Explanation using “that is”

Each tribal group, identified by the language it speaks, is an exogamous unit; that is, people must marry outside the group and therefore always marry someone who speaks another language.

3. Work out the meaning of the word or phrase

There are two main approaches to doing this. It may not tell you the exact meaning of the word, but it may help you to narrow down the possibilities so the text makes sense:
1) The readers can analyze the word itself. They can look inside the word. They can use their knowledge of similar words and look at how the word is constructed. Using this information they can find information about (a) the meaning of the word as well as (b) grammatical information.

Affixes can help the readers work out the meaning of an unfamiliar word. For example, if you do not know the meaning of the word “incomprehensible”, you can work it out if you are familiar with “comprehend” meaning understand, “in” meaning not, and “ible” meaning can. Therefore “an incomprehensible sentence” refers to a sentence that you cannot understand.

2) The readers can use the context. They can make use of the other words, phrases, sentences and information around the problematic word. Using this information they can find information about the meaning of the word as well as grammatical information. (a) Grammatical information can be obtained from the place of the word in a sentence. (b) Information about the meaning of the word can come from the meanings of the other words in the context.

3) Information of the word can come from the meaning of the other words in the context. Using reader knowledge of the world and their subject can help. They can, for example, make use of their knowledge of the relationship between object and purpose, “He took the…and
drank”, “She sat on the…” or cause and effect, “The heavy …cause the river to rise”. Words and phrases connected with “and”, “moreover” or “in addition” will have related meanings and clauses connected with “while” or “although” will have opposite meanings.

F. The Problems of Learning Vocabulary

Rasiman in Sulasno (2000: 1) said that there are some problems indirectly faced by students in learning vocabulary. The items are pronunciation, spelling, memorizing, and using words in sentences or in oral communication. They are briefly described below:

1. Pronunciation Problem

The followings are aspects which cause problems in pronunciation:

b. Similar sound in two words which have different variants.

c. Sequences of sound in one word.

d. Classification of sound.

2. Spelling problem

Learning spelling can improve the learners’ ability of the language skills especially writing and reading. The following are some of spelling problems:

a. Misunderstanding between speaker and hearer

For example: If the teacher said “their” then the students wrote “there”.

b. The students do not know the spelling of the word.
For example: the students do not know how to spell the word correctly, like “blackboard” tends to spell / blackboard/ or / bleckboard/. The mistake is influenced by pronunciation. It means the students tend to write or spell like they pronounce it.

3. Memorizing problem

There are some memorizing problems faced by students, such as:

a. The students have low motivation to learn vocabulary.

b. The students are reluctant to memorize the word.

c. The students do not always use the words that they have known to communicate in daily activities.

d. Some English teachers do not find and use proper teaching techniques which maintain the students’ abilities of memorizing the words.

e. Meaning problem

It is reasonable that Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words change because of its function in sentences, whether it is a noun or verb and also a word may has more than one meaning.

G. Techniques of Teaching Vocabulary

Rinvoluccri and Morgan (1986: 3) state that the acquisition of vocabulary is:
1. Not a linear but a branching process. Words are not learnt mechanically as a little packet of meaning, but associatively.

2. Not an impersonal but an intensely personal process. The association and vibration that the word sets up depend on our own past and presents felt experience.

3. Not a solitary but asocial process. We expand our apprehension of word meaning by interchanging and sharing them with others.

4. Not a purely intellectual, effortful process too, an over-intellectual approach causes the language to be seen as object, rather than to be incorporated which in the subject – the learner.

Teaching vocabulary is important as teaching structure (Harmer in Taufik, 2003: 11). The following techniques perhaps can help the teachers to teach vocabulary, there are:

1. Realia

Realia means the use of real object which can be seen by the students. The students are introduced to the words surrounding them. Thus the words a pen or a ball, etc, can be easily explains by showing them directly. This method is effective and satisfactory but it is only a certain single word. Using realia is limited to the things that students directly can find or see.
2. Picture

Pictures are clearly indispensable for the language teachers since they can be used in so many ways. They can be blackboard drawings, wall pictures, charts, flash-cards, table of statistic, and any other non-technical visual representation.

They can use it to explain the meaning of vocabulary item. The teachers may draw a ruler, chair, etc on the blackboard. They may bring in a wall picture and showing at school. It can be used to introduce the meaning of the word.

3. Mime, gesture and action

It is often impossible to explain the meaning of words and grammar either through the use of realia and picture. Action or mime is probably can be chosen as the aid, thus the action like crying, running and fishing are easier to explain.

Gesture is useful for explaining words like “from”, “to”, etc, or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

4. Contras

Sometimes visual elements (e.g. realia, pictures, etc) may not be sufficient to explain the meaning of the word. In this case contrasting the meaning can be used. The word “full” is better understood in the context of “empty”, “huge” in the context of “small”, etc.
5. Enumeration

The word “fruit” may be difficult to be explained visually. However the teachers rapidly list (enumerate) a number of fruit like: banana, mango, pineapple, etc. The meaning of fruit will be more clearly understood. Another example: flower, grass, palm, for the word “plant”.

6. Word association

In this method teachers will mention the thing connected to the intended word:

a. Teachers, students, chairs, tables, chalk, blackboard, for the word “classroom”;

b. Tickets, audiences, film, for the word “movies”.

c. Driver, wheel, for the word “car”.

7. Explanation

In using this method teachers give explanation or definition of a word again. Probably it will be better to give such explanation as the information about when the item can be used or what it is used for.

Example:

a. Illustration : The teacher want to explain the word “cup”

   He explains : It is kind of glass, it is used when someone drinking tea or coffee.

b. Illustration : Teacher wants to explain the word “toothbrush”.
H. The Definition of Reading

Reading is a process that is used by the readers to get information from the writer. By reading the students enlarge their point of view of their atmosphere and knowledge.

Harrison and Smith (1980: 9) define reading as the act of responding with appropriate meaning to be printed or written verbal symbols. It means that reading is the result of information between the graphic symbols that represent language and the readers’ language skill, cognitive skill, and knowledge of the word. In this process, the reader tries to recreate the meaning intended by the writer.

Reading activity needs a process by which people comprehend what they read. The process happens when they faced written symbols. They look at them through their eyes and their minds will process them. Since then, a process of viewing changes into a process of comprehending. Therefore, this process can be called a cognitive process.

Reinking and Scheiner as quoted by Kustaryo(1988: 2) suggest that reading is an active cognitive process of interacting with printed or written verbal symbols and monitoring comprehension to establish meaning. In
comprehending the message of a text, reading can function as a communicative process between a writer and a reader.

River (1971: 11-2) suggests that a reader must recognize the sentence structure of a passage, such as questions, negations, coordination, and subordination. The reader must also recognize the relationship between the parts of sentences, for example conditional, purpose, and temporal relationship.

I. The Importance of Reading

One can take many benefits through reading because books can teach us very much. In short by reading books, we can take many advantages for daily life. Reading can help them gain knowledge, information, message and so forth. Therefore students are encouraged to read as many books as possible.

A student who will continue his study at higher level really needs reading ability. We cannot deny that the source of science literature, news, issue most of them are written in English, a language which is considered as the international language and when the students continue their study at a university, reading ability is urgent, since many reference books are still written in English.

Actually reading is not only important for supporting further study, but also for general life for those who do not continue their study but plant to
look for job. Reading ability is also such a benefit in many advertisementsof vacancies in the English that is essential. That benefit of the students’ good reading ability may be possible answer why Indonesian government gives much time allocation to the teaching of reading (Depdikbud, 1994).

J. The Aim of Reading

The aims of reading can be defined many kinds (Anderson as quoted by Tarigan, 1987: 20). They are:

1. Reading for detail and facts
   Reading for detail and facts is the way of reading to know the discoveries that is done by the figure, what had been done by the figure and had happened to the figure.

2. Reading for main ideas
   It is the way of reading to know the problem experience and summarize the things that has been done by the figure.

3. Reading for sequence or organization
   This way of reading is to know every part of the story.

4. Reading for inference
   Reading for inference is the way of reading to know why the figure do something, what is the author means in the story or passage, why the figure is changed, etc.

5. Reading to classify
Reading to classify is the way of reading to find out and to know unordinary things, what is the funny in the story of passage, and to know whether it is a fact or not.

6. Reading to evaluate

Reading to evaluate is the way of reading to know the figure is success or not, good or not we do like a figure, etc.

7. Reading to compare or contest

Reading to compare or contest is the way of reading to know how the figure’s life (different or not in a real life), how the two stories are the same, etc.

K. Types of Vocabulary Possess Problems in Reading

This research focused on all of lexical classes (noun, verb, adjective, and adverb).

The characteristics of Verb, Noun, Adjective, and adverb:

a. Verb

Verbs have traditionally been defined as “action” words or “doing” words. The verb in the following sentence is rides.

**Paul rides a bicycle.**

Here, the verb rides certainly denotes an action which Paul performs the action of riding bicycle.
Certain endings are characteristic of the base forms of verbs such in the table below:

<table>
<thead>
<tr>
<th>Ending</th>
<th>Baseform</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate</td>
<td>concentrate, demonstrate, illustrate</td>
</tr>
<tr>
<td>-ify</td>
<td>clarify, dignify, magnify</td>
</tr>
<tr>
<td>-ise/-ize</td>
<td>baptize, conceptualize, realize</td>
</tr>
</tbody>
</table>

b. Noun

Nouns are commonly thought of as “naming” words, and specifically as the names of “people, places, or things”. Nouns such as John, London, and computer certainly fit this description, but the class of nouns is much broader than this. Nouns also denote abstract and intangible concept such as birth, happiness, evolution, technology, management, imagination, revenge, politics, hope, cookery, sport, literacy as soon as so forth.

Many nouns can be recognized by their endings. Typical noun endings are:

1. –er/-or: actor, painter, climber, writer
2. –ism: criticism, egotism, magnetism, vandalism
3. –ist: artist, journalist, dentist, scientist
4. –ment: arrangement, development, establishment, government
5. –tion : foundation, organization, recognition

Most nouns have distinctive SINGULAR and PLURAL forms. The plural of regular nouns is formed by adding –s to the singular:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>cars</td>
</tr>
<tr>
<td>dog</td>
<td>dogs</td>
</tr>
<tr>
<td>house</td>
<td>houses</td>
</tr>
</tbody>
</table>

Also, there are many irregular nouns which do not form the plural such this way:

<table>
<thead>
<tr>
<th>Irregular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
</tbody>
</table>

c. Adjectives

Adjectives can be identified using a number of formal criteria. However, we may begin by saying that they typically describe an attribute of a noun:

- **cold** weather
- **large** window
Some adjectives can be identified by their endings. Typical adjective endings include:

1. –able/-ible : achievable, capable, illegible, remarkable
2. –al : biographical, functional, internal, logical
3. –ful : beautiful, careful, grateful, harmful
4. –ic : cubic, manic, rustic, terrific
5. –ive : attractive, dismissive, inventive, persuasive
6. –less : breathless, careless, restless, groundless
7. –ous : courageous, dangerous, disastrous, fabulous

However, a large number of very common adjectives cannot be identified in this way. They do not have typical adjectival form:

<table>
<thead>
<tr>
<th>bad</th>
<th>distant</th>
<th>quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>elementary</td>
<td>real</td>
</tr>
<tr>
<td>clever</td>
<td>good</td>
<td>red</td>
</tr>
<tr>
<td>cold</td>
<td>great</td>
<td>silent</td>
</tr>
<tr>
<td>common</td>
<td>honest</td>
<td>simple</td>
</tr>
<tr>
<td>complete</td>
<td>hot</td>
<td>strange</td>
</tr>
<tr>
<td>dark</td>
<td>main</td>
<td>wicked</td>
</tr>
<tr>
<td>deep</td>
<td>morose</td>
<td>wide</td>
</tr>
<tr>
<td>difficult</td>
<td>old</td>
<td>young</td>
</tr>
</tbody>
</table>
d. Adverb

Adverbs are used to modify a verb, an adjective, or another adverb:

Mary sings beautifully.

David is extremely clever.

This car goes incredibly fast.

The adverb beautifully tells us how Mary sings. In the second sentence, extremely tells us the degree to which David is clever. Finally, in the third sentence, the adverb incredibly tells us how fast the car goes.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>slow</th>
<th>quick</th>
<th>soft</th>
<th>suddenly</th>
<th>gradual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>slowly</td>
<td>quickly</td>
<td>softly</td>
<td>suddenly</td>
<td>gradually</td>
</tr>
</tbody>
</table>

A Study On The..., Anggit Widodo, FKIP UMP, 2015