CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings and vocabulary is one of the language components that have to be mastered by the learners in learning foreign language. Vocabulary is a list of words including their meanings and it is used to express our ideas and feeling by communicating it in a language. Napa in (1991: 6) stated that vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought the more words they learn. Vocabulary is the total number of words which have been mastered by students to produce a language in communication (Hornby, 1973 : 959). In this study, it is a set of words that the students have ever learnt at school.
2. Aspects of Vocabulary

In learning vocabulary, there are some aspects that can be learnt by the learners. According to Lado as cited in Mardianawati (2012), the aspects of vocabulary that can be learnt by the learners are follows:

a. Meaning

In learning foreign language, students should know the meaning of the word. Knowing the meaning of the word it will make easier for students to use it for written or oral communication.

b. Spelling

In learning vocabulary, spelling is very important since it can help in reading activity. It can tighten the connection between sound and letters. In learning English vocabulary, students cannot spell the word well because there some words that have different from what is written, for example the letter (I) is not always pronounced /I/. thus, the English teacher should guide students to pronounce and spell English words correctly.

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only
one pronunciation and sometime a word has two pronunciation or more than two pronunciations.

d. Word classes

Word classes are categories of words such as nouns, verbs, adverb, adjectives and preposition. Word class is an important feature in semantic analysis.

e. Word Use

Word use is how a word, phase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning.

3. The Importance of Vocabulary

Vocabulary as the basic of English is the most important to be mastered. In speaking, reading, listening, and writing, of course, it is needed. Vocabulary is needed for successful study of language. Without an extensive vocabulary, it will be difficult for students to use language communicatively. Although without grammar they can conveyed but without vocabulary they cannot conveyed anything. Students will see more improvement if they learn more words and expression. Students speak very little with grammar, but they can speak almost anything with words.
Lack of vocabulary will bring many troubles. It will be difficult for students to communicate with others. Further, lack of vocabulary will make students feel difficult to share and show their idea orally. Lack of vocabulary also hampers the teaching and learning process because students do not know many words during the lesson.

In short, vocabulary is the main point of learning English. Students will be able to use English if they have good vocabulary.

4. The Word Classification

Based on the functional categories, words can be classified into nouns, adjectives, verb, and adverb (Hatch and Brown, 1995: 218). This classification is called part of speech.

a. Nouns

A noun refers to a person, place, or thing. It is divided into three sub classes

1) Proper Noun and Common Nouns

A proper noun refers to the real nouns are the real object, such as Betsy, Ohio, and the Mormon Tabernacle Choir. It is different from the common nouns that are commonly used such as woman, state, and choir.

2) Abstract Nouns and Concrete Nouns

Abstract Nouns are nouns that cannot be seen. It only can be felt, for example hope, understanding, and love. While concrete
nouns are real nouns that can be seen and touched such as cell glass, book, and table.

3) Countable Nouns and Uncountable Nouns

Countable nouns are noun that have both plural and singular forms, for example pencils, books, and ballpoints. Uncountable nouns are nouns that cannot be count, for example salt, sugar, and milk.

b. Adjectives

Adjective are used to highlight qualities or attributes (Hatch and Brown, 1995: 228). Certain adjectives are typically used to describe particular nouns (Hatch & Brown, 1995: 228).

c. Prepositions

Prepositions are all those words that help locate items and actions in time and space (Hatch & Brown, 1995: 243).

d. Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

1) Adverb of time (now, tomorrow, yesterday)

2) Adverb of manner (here, there, in London)

3) Adverb of place (happily, fast, suddenly)

4) Adverb of certainty (certainly, clearly, probably)

5) Connecting adverbs (then, next, besides)
e. Verbs

Verbs are words that denote action (Hatch and Brown, 1995: 222). It is said that nouns that name states, processes, and events are not as noun like as physical object that exist in time and space. Further, Richard Nordquist (2012) stated that verb is a part of speech that describes an action, occurrence or indicates a state of being. A verb can be defined by what it does more than by what it is.

Sometimes, the word becomes different from its original like teach and taught. one of the most important things about verbs is their relationship with time. They can tell you if something has already happened or will happen later or is happening now. They encode tense, aspect, mood and voice. A verb also sometimes agrees to a number of other arguments like person or gender. According to Richard Norquist (2012) verbs can be classified into some types:

1) Auxiliary Verbs and Lexical Verbs

An auxiliary verb (also known as helping verb) determines the mood or tense of another verb in a phrase: “It will rain tonight”. The primary auxiliaries are be, have, and do. The modal auxiliaries include can, could, may, must, should, will, and would

A lexical verb is any verb in English that is not an auxiliary verb: it conveys a real meaning and doesn’t depend on another verb: “It rained all night”.

2) Dynamic Verbs and Stative Verb
A dynamic verb indicates an action, process, or sensation:

“I bought a new guitar”. A stative verb (such as be, have, know, like, own, and seem) describes a state, situation, or condition:

“Now I own a Gibson Explorer”.

3) Finite Verbs and Non-Finite Verbs

A finite verb expresses tense and can occur on its own in a main clause: “She walked to school”. A non-finite verb (an infinite or participle) does not show a distinction in tense and can occur on its own only in a dependent phrase or clause: “The talking children angered the teacher”.

4) Regular Verbs and Irregular Verbs

a) Regular Verb – A regular verb forms its past tense and past participle by adding –ed to the base form. The procedure to form past verb as follows:

(1) If the verb base is ended by e, so the past verb is formed by adding d. for example: dance – danced; change – changed;

(2) If the verb base is ended by other letter except c, and y, the past verb is formed by adding ed, and the last consonant is multiplied, for example: stop – stopped; beg – begged.

(3) If the verb base is ended by y but there is a consonant before it, the past verb is formed by changing y into i and add d, for example: reply – replied; carry – carried.
(4) If the verb base is more than one syllable and it is ended by consonant but there is a vocal before it, the verb past is formed by multiplying the last letter then adding by *ed*, for example: register-registered; cancel – cancelled.

b) **Irregular Verb** – An irregular verb does not form the past tense by adding –d or –ed. They are not that simple. For example: “I wear a cap. (present)”; “I wore a cap. (past).

5) **Transitive Verbs and Intransitive Verbs**

A transitive verb is a verb followed by a direct object, for example “She sells seashells”. An intransitive verb is verb that does not take a direct object, for example “He sat there quietly”.

This research will take adjective, noun, verb as the focus of discussion. Verbs are stated as the most significant part of speech. Therefore, the scope of verb here includes verbs base and verbs past. It is because the students of Junior High School are still low in mastering adjective, noun, verbs base and verbs past.
B. Learning Vocabulary

Learning vocabulary is very important for one who wants to learn a language, especially for students. There are some strategies of learning vocabulary. According to Brown and Payne in Hatch and Brown (1995: 373), there are five essential steps in learning vocabulary.

1. Encountering New Words

Encountering new words is placed as the first steps for vocabulary learning. It refers to having a source for words. Encountering can be done by watching television, listening to radio, reading books or newspaper, and doing catching with foreign people.

2. Getting the Word Form

The second step is getting the word form. The students can get the word form by associating new words with words that have similar sound, writing the sound of words using sounds symbols, and seeing a word that looks like another word that have been known.

3. Getting the Word Meaning

The next step in learning vocabulary is getting the word meaning. This step includes asking native English what words mean, asking people who speak English the meaning of new words, making pictures of word meaning in mind, and asking someone to tell the meaning of words.
4. Consolidating Word Form and Meaning in Memory

This step allows the students to learn and consolidate the word form with the meaning then the students memorize it.

5. Using the Word

The last step in learning vocabulary is using the word. When students have already done those previous steps, they have to use the words in their daily. It is because practicing is better than just learning. If the students are accustomed in using the words, it will make the words stay longer in their mind.

C. Principles of Teaching Vocabulary

There are some principles of teaching vocabulary that has to be implemented during teaching learning process. According to File (2013) there are principles to teach vocabulary.

1. Choosing Useful Word

It means that the teacher should choose the word that is more familiar to the students to teach them, and the word should be useful to the student in making a sentence during learning process.

2. Letting the learner do the work

It means that the teacher explains the difficult definition, but this time the teacher should let the learners do the work themselves. It has purpose to set the learners task of learning the word because these way can make them active in the class and they will ask the problem
about the words to the teacher and finally the teacher can explain the problem.

3. Focusing on different aspects of words

Besides the meaning of word the learners can learn different aspect such as stress (accent), collocations and word family members, grammatical pattern and words parts.

4. Providing meaningful learning opportunities

The teacher is not enough just give the learner the word meaning but the teacher should give the learner another chance to learn the words such as in situation or in a context, and the learner can apply into the writing and speaking task. The learner so can study the word by reading and listening passage that the main point of teaching vocabulary.

5. Implementing a regular testing

Along with directly teaching and studying new words, and seeing and using them in context, students should be tested regularly. Testing can be used to give students feedback on their success and/or failure to learn and use the target words and motivate them to study vocabulary. At the very least, regular testing can provide learners with a chance to retrieve newly learnt words from their memories and use them in a meaningful way. Good vocabulary tests will have a balance of vocabulary understanding (receptive) and vocabulary use (productive) tasks implement a regular testing schedule.
6. Be patient with the students

Students constantly forget words they have learnt. This is part of the learning process. However this can often frustrate teachers. It is important that teachers remain patient with their learners and allow them a lot of opportunities to see, use and revise new vocabulary in a positive learning environment. A patient teacher can reduce the anxiety levels in a classroom and this can in turn have a positive effect on vocabulary learning.

In conclusion, obviously these six principles are not the only principles for vocabulary teaching and learning, but they offer teachers a good starting point for decisions about the vocabulary they plan to spend time on in their classrooms.

D. Word Web

1. Definition of Word Web

There are some definitions about word web given by experts

Easley in (2001: 35) stated, word web is really a graphical representation of the connections between the various aspects of a given topic, used to help organize the thoughts of a writer so that he can more clearly communicate what he is needed to say about the subject. It is simple, easy to do, and can work wonder for the person who has no idea where to start to work on his project.

Meanwhile, Mapp in (2005: 6) says that Word web is a powerful accelerated learning technique, available to both teacher and students.
Inherent simplicity and power come from its design and rules. Word web help in assisting, thinking, learning and remembering so the teacher should be competence in using this technique, it usually becomes their prefer way of organizing thoughts, planning, preparation and delivery of mind.

Therefore Word web is technique for making notes that can develop the ideas structurally and it will help to map the mind.

2. Form of Word Web

The name of this technique is word web. From this name, the reader will directly predict that the form of this technique will be like web which consists of some connected words.

Regarding to Chris (2005: 1), the basic concept of word web comes from tree diagram principle. Tree diagram are commonly used in many different walks of life, from the categorize of flora and fauna, to business organizational charts. Tree diagram organizes information from the higher level of abstraction to a lower level of abstraction.

There are ways to modify a tree diagram, but all begin with the topic being placed at the center, with a number of tree or branches radiating from the topic and each separates branch linking together components or ideas associated with the topic. All branches should retain complete connectivity to the main topic. This helps the brain assimilate the information given. Word web writes on the connecting branches rather than at the ends off branches. Word web is more compact and font size of
the words themselves can be bigger and therefore they can stand out more with aid memory. There are several forms of word web

Figure I

Figure II
Word web is one technique to solve students’ problem in mastering vocabulary, because word web vocabulary broadens and enriches students’ perspective of contemporary and classical language.

3. The Advantages of Word Web

Word Web has some advantages especially in helping the students build up and enrich their vocabulary.

Chris (2005: 03) stated the creation of word web also helps the students generate ideas as they develop and note their thoughts visually. The possibilities associated with a topic become clearer as the student’s ideas are classified visually. Word web can be used to structure writing
projects, to help in problem solving, decision making, studying, planning, research and brainstorming.”

According to Chris (2005: 5) word web can be used in many different situations and for many different reasons. It is use during business meeting, when study, when plan come up with the most innovating ideas. Below are the advantages of word web to the researcher especially for students and the teacher.

a. For the students

By using word web students can

a) Engage in talking, thinking, and writing
b) Grow intellectually
c) Address their world with imagination, creativity and purpose
d) Be active, not passive learners
e) Involves students in the learning process
f) Connects the classroom to the child’s word.

b. For the Teacher

By using word web technique teacher can

a. Find a return of that same eager attitude that young children exhibit – always questioning, always ready to learn
b. Notice an interest and excitement not often seen in their students
c. Be challenged by their students’ questions as they advance their knowledge.
Cited of Wikipedia (2005: 5), “Word web enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. “ Word web is better applied in group rather than individuals, since the group will be able to discuss and fine more ideas. This activity makes the task livelier and more enjoyable.

4. Word Web Usage

Regarding to Miller (2013) word web has several usages that can be used to develop the ideas, it is very useful to help mastering in vocabulary. Word web has been used such as

a. Making a Notes

Whenever information is being taken word web helps to organize it into a form of that is easily assimilated by the brain and easily remembered. It can be used to note anything

b. Recalling

Whenever information is being retrieved from memory, word web allows ideas to quickly note as it occurs, in an organized manner. There is no need to form sentences and write it out in full.

c. Being Creative

Whenever we want to encourage creativity, word web liberates the mind from linear thinking, allowing new ideas to flow more rapidly. Think of very item in word web as the center of another mind word web.
d. Planning

Whenever we are planning something, word web helps to the relevant information down in one place and organize it easily.

E. Teaching Vocabulary through Word Web

There are four steps in implementing word web they are:

1. Writing the topic on the center of piece of paper and circle it. Everything in the paper will have a connection to this word.

2. Drawing a few lines leading away from the circle. At the end of the lines write one or two word which summarizes the central word. For example, if you are writing a paper about cats write the word cat in the center of the paper and circle it. On the lines leading away from the central word you would write major ideas people would need to know about cats like eat, sleep, live and reproduce.

3. Circling each word you write and draw lines radiating away from those words to further break down the category.

4. Writing subcategories at the end of the lines and circle them. Repeat step 2 until the students have exhausted the topics, the students wish to write about on the paper. It is better to take on a little bit too much than to scramble for more information at the last minute.
F. **Basic Assumption**

Word web is technique graphical representation of the connection between the various aspects of a given topic. It will help students to enrich vocabulary because from word web students can develop their ideas, wide their knowledge. Besides that will learn from others because this technique allows students to work, and discuss together as team. In this case, word web technique can be assumed as an effective technique to teach vocabulary.

G. **Hypothesis**

The hypothesis of this research is “there is a positive effect of teaching vocabulary using word web at the second grade students of SMP PGRI Gumelar in the academic year 2013/2014”.

The Effectiveness of Word Web..., Nilowati, FKIP UMP, 2014