CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richards and Renandya (2002: 81) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Richards (2000: 70) states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Hornby (2006: 1645) in Advance Learners Dictionary of Current English says that vocabulary is: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.

According to Nation (2008: 66) says that vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is an
essential component. It links to four skills of listening, speaking, reading, and writing.

Hatch and Brown (1995: 1) define vocabulary as a list of target language words for particular language or a list of words that the individual speaker might be.

It can be said that vocabulary is a word or list with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual.

There are two factors which influence the students vocabulary. They are intrinsic and extrinsic factors. Intrinsic factor mean that factor which come from inside of the students such as; motivation, interest, patience, etc. And extrinsic factors mean factors which come from students that effect their learning process such as; economic background, learning material, teacher’s performance including their teaching method.

2. Kinds of Vocabulary

There are at least five kinds of vocabulary (Hatch and Brown, 1995: 181-243).

They are follows:

a. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.
b. Word Families

It clarifies about affix and the shift of word.

Example: play-plays-played = inflected
Play-replay-playful = derivatives

c. Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically.

Example:
1. Compounding = second-hand, word processor,
   typereseacher
2. Blending = information + entertainmen = infotainment
3. Clipping = electronic mail = email
   Influenza = flu

d. Collocation

It can be called as two words usually found together.

Example: this week, once more, once again, as well.

e. Homonyms

It has same form but different in meaning.

Example: well = sumur  left = kiri

   well = baik       left = berangkat
3. Aspect of Vocabulary

There are three aspects to teach vocabulary. These are:

a) Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they learned to pronounce rather than to depend upon the translation.

b) Spelling

The students should know how to spell the word and how this differs from similarly pronounced word.

c) Pronouncing

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

Those are the main aspects that should be implemented in teaching vocabulary. The word chain game focus on spelling and pronouncing.

4. The Importance of Vocabulary

In every language, vocabulary is very important to convey the idea, express desire and feelings; and to communicate with others. Vocabulary
is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language.

Harmer (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication.

Tarigan (1984: 2) points out the importance of vocabulary in language is essential for successful language use, because without an extensive someone will be unable to use structure and function that has learned for comprehensible communication. Someone uses vocabulary to listen, read, speak, and write effectively.

Students learn vocabulary indirectly and directly. They can express their ideas and comprehend other people’s ideas if they have good vocabulary mastery.

5. Teaching Vocabulary

Teaching vocabulary is an important role in English teaching to improve the effectiveness and efficiency, teachers should not only understand the students’ difficulties of word study, but also use some useful strategies and methods. Only in this way they can help to improve the students’ language competence and their ability to use English freely in communication.

Teaching vocabulary is one of the ways to develop English competence of person who are learning English because vocabulary is one of the success keys in learning English. Teaching vocabulary development
involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for students to acquire it. It also requires understanding how the words are learned in non-instructional contexts through conversation and reading. Researchers claim we don’t learn much from looking up words in a dictionary and memorizing definitions (Nagy, 1989). When teaching vocabulary special attention must be given not only to single words but also to polywords (e.g. by the way); collocations, or word partnerships (i.e. community service); institutionalized utterances (i.e. we’ll see) and idioms.

Nurgiyantoro (1985: 210) states that of vocabulary can be differentiated into mastering the character of receptive and productive, ability to comprehend and utilize vocabulary. There are two points of mastering vocabulary those are; receptive and productive vocabulary.

Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which cannot produce correctly.

Productive vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing. Those points of vocabulary are important to improve the students’ vocabulary mastery.
According to the study of Hatch and Brown in the journal of Pan, Qi and Xu, Runjiang (2011: 2), learners’ strategies for learning vocabulary fall into five essential steps:

1. Having sources for encountering new words.
2. Getting the forms of the new words.
3. Learning the meanings of the words.
4. Making a strong memory of the words.
5. Using the words.

While teaching vocabulary, teachers should take into account the three important aspects of vocabulary learning: word form, word meaning and word use. In other words, teaching vocabulary should cover both the central features of lexical items and their relations with other words.

On the basis of above-mentioned theory, Qi Pan and Rujiang Xu (2011) said that they used the following methods in their lexical teaching, which have proved to be very powerful and effective.

a) *Teaching Vocabulary in Context*

   Context means the words that come just before and after a word, phrase or statement and help to understand its meaning. As Lu Shu Xiang said that only by being in a context will a word be alive. Similarly, Stevick pointed out, vocabulary is easier to learn in contexts than in isolated word lists in that such meaningful contexts permit this more complex and deeper cognitive processing, which enhances storage in memory. Thus words should not be taught out of
context. Moreover, context teaching caters to students’ need for effective reading and communication by making correct use of the words learnt. More importantly, context teaching helps cultivate students’ good reading habit of reading between the lines, thus improving their reading comprehension.

Teaching vocabulary in the context is more helpful to learners to master a polysemy—word that carries different meanings in different context. Take the word means for example:

*Only a man of means could afford to buy such a big house.* (money, income or wealth).

b) *Teaching Vocabulary with Semantic Field Theory*

Words that belong to the same semantic class are in the same semantic field. According to the theory of semantic field, the meaning of a word is decided by its relationships with other words in the same semantic field. There are various kinds of such sense relationships, for example, hyponymy, part/whole relationships, synonymy and antonymy. By association of words in the same semantic field, we can train our students to constantly deepen their recollection of words learnt and reinforce learning and retention of newly learnt words.

c) *The Use of Dictionaries*

Usually we are sure that students want to know the meaning of many more words than teachers can teach them, the dictionary
provides one of the best resources for students who wish to increase the number of words they understand. But it’s better to use the monolingual dictionary. In it there are many more words than students will ever see in class. There is more grammatical information about the words. There is information about pronunciation, spelling, word formation, and metaphorical and idiomatic use—a whole profile of a practical word. It requires teachers to introduce to their methods of choosing and using a proper dictionary.

d) Using games

One of the interesting way to teaching vocabulary is using game because the students’ feel something different with their English lesson. Some of them usually more understand with the material and remember the new words given. It is because almost all of the students feel bored with formalism in their lessons. So most of teachers using games in their teaching learning process to make the students understand with the materials.

In this research the reseacher will use games for her research. The names of her game is words chain. This game is very interesting game to makes students more interest with her material. Beside that, this game also can makes the students remember the new words given.
B. Words Chain Game

1. The definition of Words Chain Game

Words chain game is a word game in which players come up with words that begin with the letter or letters that the previous word ended with. A category of words is usually chosen, there is a time limit such as five seconds, and words may not be repeated in the same game. An example chain for food would be: Soup - Peas - Sugar - Rice.

2. Teaching Vocabulary Using Words Chain Game

Words Chain Game is an interesting medium that is used to improve the students’ vocabulary mastery. It means that words chains game can be used as primary media, when they try to make the word that begin with the letter or letters that the previous word ended. Words chains game is one kind of media that can make students learn actively and enjoyable.

According to Sperling, Dave, the ways to teach vocabulary by using word chain game are:

1. Dividing the classroom into some groups.
2. Dividing the whiteboard into the members of groups.
3. One of the students from each group comes up to the whiteboard and give them time to write a word.
4. The next student from each team comes up and writes another word that begins with the last letter of the previous word.
5. Giving a time limit of about 2-5 minutes.
6. The group which has the most words written on the board correctly wins!

Example:

Student 1 : egg
Student 2 : gold
Student 3 : do
Student 4 : old
Student 5 : dog
etc., etc.