

CHAPTER II

THEORITICAL REVIEW

A. The Nature of Vocabulary

A. The Definition of Vocabulary

There are some definition of vocabulary. According to River in Nunan (1983 : 125) Vocabulary is essential for supporting the study of the second language. Besides that, Hornby (1987 : 1425) says that vocabulary is the total number of words that make up language. Moreover, Pei (1981 : 1434) wrote that vocabulary is all the words of language a list of words, often phrases, usually arranged alphabetically, and define or translate. From those definition above, we may conclude that vocabulary is the words or phrases that are arranged alphabetically which make up a language. It means that vocabulary is the key of success of someone in learning English as second language.

B. The Importance of Vocabulary Learning

Learning vocabulary is very important part of learning a language. This is the key for students for understanding student's hears and reads in school and to communicating successfully with other people. For this reason it is very important for them to quickly build up a large store of words. According to Wilkins in Nugroho (1994 : 121) learning vocabulary in Junior High School is

that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

River and Nunan (1983 : 83) has also argued that the acquisition of an adequate vocabulary is essential for succesful language learning, without an extensive vocabulary we will be unable to use the sructure and functions we may have learned for comprehensible communication. It forms on opinion that development of a rich vocabulary is an important element in learning a second language. This day, then the consensus of opinion to be the development of a rich vocabulary is an important element in the acquisition of second language.

From the definition above, the writer concludes that English vocabulary is all of the words which make up language to communicate using English in this study English vocabualary are several of parts of speech.

C. The Types of Vocabulary

Words do exist is isolated items in a language. Thats is, words are interwoven in a complex system in which knowledge of various levels of a lexical items is required in order to achieve adequate understanding in listening or reading or produce idea succesfully in speaking and writing.

Richard and Joana in Rini (2000 : 6) said that there are three types of vocabularies, those are :

a. General vocabulary, which consist of everyday words widely acknowledge meaning in common usage.

Example : table, house etc

b. Special vocabulary, it is made up words from everybody's general vocabulary, which is taken on specialized meaning when adapted to particular content area.

c. Technical vocabulary, in which consist of words that have usage and application only in particular subject matter field. Example : chlorophyll, stethoscope, etc.

While Marshal (2010 : 1) stated that there are four different types of vocabularies. Those types are :

a. Speaking vocabulary

It is all of the words a person can use through speech. This is a very powerfull vocabulary type, because through this vocabulary/ someone can influence other people. For example: when the president speaks in front of many people.

b. Writing vocabulary

It is all of the words a person can use when they are writing. By having a good writing and ability in arranging the words, someone also can influence many people by using their writing. For example : a poem written by professional writer. A lot of times, both writing and speaking vocabularies are combined and they can compliment each other very well.

c. Listening vocabulary

It is all of the words a person can recognize through listening (e.g listening music or radio)

When people are often listening to something with L2, it will make them easy in understanding other who utilize speaking vocabularies. Listening plays a significant role in the overall growth of vocabulary since one can encounter new words from several different sources simply through hearing or listening.

d. Reading vocabulary

It is all of the words a person can recognize by reading something. This is very important for understanding content produced by those who frequently use writing vocabularies. It means that reading and writing vocabulary have a big correlation, a good writing is readable for many people. By reading, people are able to encounter new words.

From those types vocabulary above, it can be concluded that there are several types of vocabulary that always used in daily activity, such as reading, listening, writing and speaking. Vocabularies that are used in daily activities consist from common vocabularies to unfamiliar vocabularies.

D. The Aspects of Vocabulary

Vocabulary becomes an important thing in learning English, because of some reasons. Firstly vocabulary is the first basic important thing in learning English and also when we will speak, write, read or listen in English of course students can not avoid the vocabulary. Students have to master vocabulary more. Moreover, we know that the lack of vocabulary often brings many troubles for students.

According to Lado (1972 : 1) there are several ways that the learner can learn English vocabulary such as :

1. Meaning

The most important aspect of vocabulary teaching for students is to foster students independence so that they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson. Therefore, guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

Guided discovery involve asking questions or offering example that guided students to guess meaning correctly. In this way students get involved in a process of semantic processing that help students learning.

Contextual guesswork means making use of the context in which the word appears to derive an idea of its meaning, or in some cases, guess from the word itself. Knowledge of word formation, e.g. prefixes and suffixes, can also help guide students to discover meaning. Teacher can help students with specific techniques and practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (e. g, verb, adjective, noun) the latter is also very useful when using dictionaries.

2. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps cement the connection that is shared between sounds and letters. Learning high frequency sight words also has been shown to help

with both reading and writing. This is why students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

Students should be relaxed about spelling, if not, it will inhibit their writing. They will be less willing to write out their assignments. In learning English vocabulary, students have some spelling problem, for example the letter (I) is not always pronunciation / I /. So, an English teacher should keep student's pronunciation and spell English word correctly.

3. Pronunciation

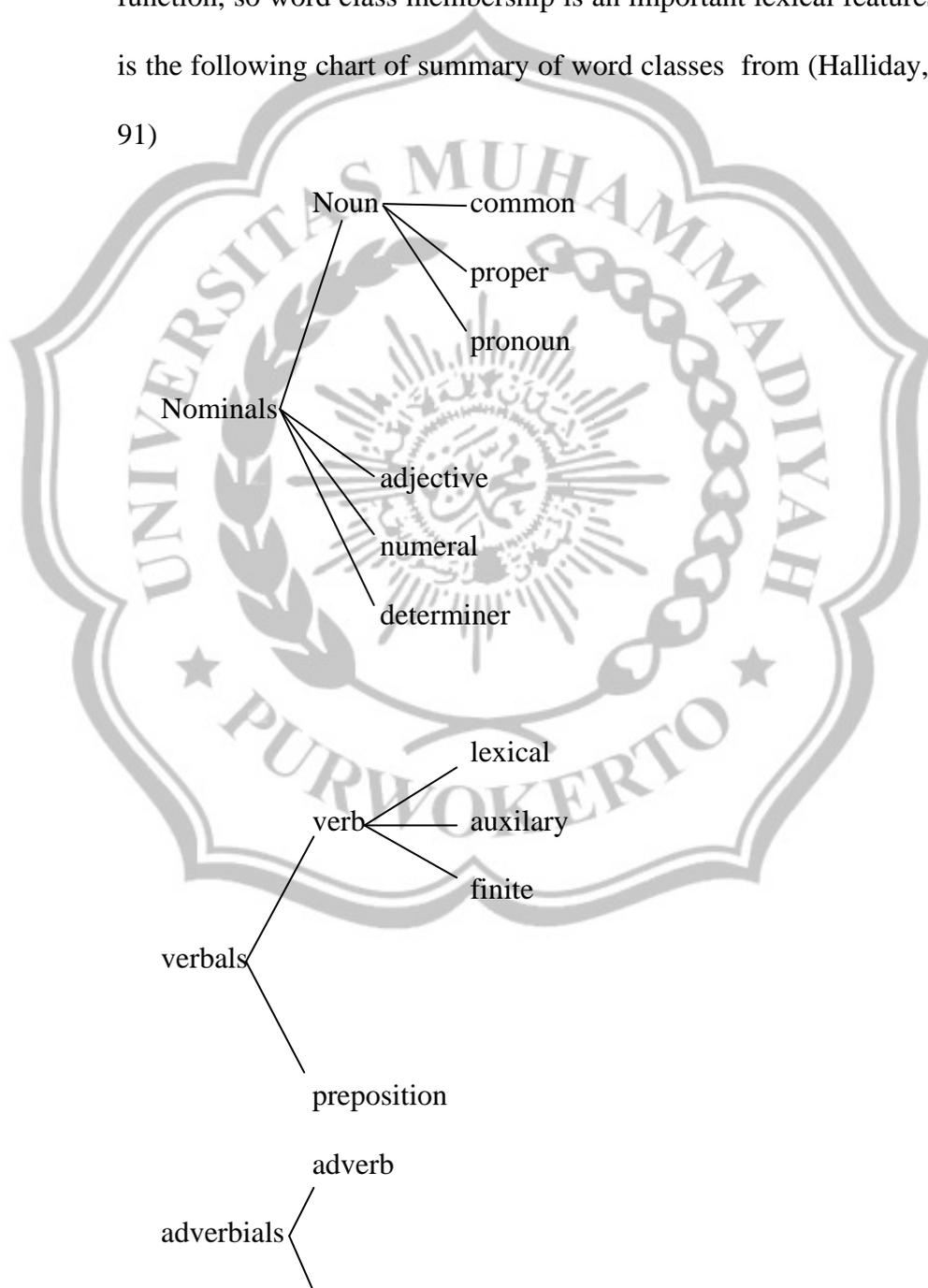
Pronunciation of a word is what we hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two or more pronunciations. English pronunciation is difficult to learn because it is not related to the spelling of words.

Many other students want to be able to speak English well with understandable pronunciation so that they can communicate without hindrance, because good pronunciation make receiver easier to understandable. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

4. Word classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. In each of the following sets of words, one word does not belong. Example ; nouns, verbs,

adverbs, adjective, prepositions are word classes. The classification of the words of a language in this way is dependent on their function in communication. Nouns can occur in certain places in sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical features, there is the following chart of summary of word classes from (Halliday, 1985 : 91)



conjunction

5. Word use

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

See the following activities for some examples of word use:

- The learners work together in pairs or small groups to list collocates for a given word.
- A student reports on a word he or she has found in their reading. They talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.

E. Teaching Vocabulary for Junior High School

Teaching is showing something or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to understand everything that they have not known before.

Vocabulary is given in every level of language learner. In Junior High School, students should be given the vocabulary lesson, it is

continuing their vocabulary mastery from the elementary school. The teacher should know the techniques of teaching vocabulary, which can be applied in Junior High School class, are as follow :

Finocchiaro (1974 : 73) draws some premise and comments related to the vocabulary teaching, such as :

1. Vocabulary should always be taught in normal speech utterance.
2. New vocabulary items should be introduced.
3. Vocabulary items should be reintroduced many times with all the structures and in all situations in which they can logically be used.
4. Whenever possible, the vocabulary items should be centered about one topic. Words about food should be given in one lesson. All the words around a “ center of interest “ (food, clothing, recreation etc.) should not be taught at one time or at one level. Other words within the same “ center “ can always be added when they fit logically with the other social-cultural topics being or when they are met in reading.
5. Vocabulary items should be practiced in the substitutions drills, transformation drills, question and answer etc.
6. Vocabulary items should be taught in the same ways as we teach everything else. We give our students an understanding of the meaning in many ways, dramatizing, illustrating, showing picture, paraphrasing, giving the equivalent, if it is necessary, we use any appropriate technique.

7. Students should be encouraged to learn and use the nouns, verbs, adjectives and adverb that contain the same roots. We can help the learners prepare four column charts: e.g. :

Noun	Verb	Adjective	Adverb
difference	(to) different	different	Differently

F. Strategies for Developing Teaching Vocabulary

Practically, the presenting vocabulary is frequently necessary to explain the meaning of words or a short phrase (Harmer, 1987 : 85). Teachers can help students in learning vocabulary by using several method. Based on empirical research, there are some vocabulary teaching methods that are considered to be more effective.

1. Questioning for Comprehension Checking (QCC)

Questioning for comprehension checking or QCC strategy is a two-way communication between the teacher and students in which the teacher asks the students and students answer teacher's question through the question uttered. The students attention can be attracted and focused, the students are stimulated to think and memorized something and students encourage to express their ideas. However, if the teacher can not encourage the students and create a conducive atmosphere in the classroom, the students will be afraid when the teacher address them the question.

2. Realia

Realia is a term for real things, concrete object that are used in the classroom to build background knowledge and vocabulary, realia is used to provide students with experience and opportunities to use all the senses in learning. It allows the students to see, hear, feel and even smell the object being explored if the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica, such as a model to a semi-concrete object such as photograph. Thus, realia strategy is a strategy in which the language and the content of instruction are made more understandable by using realia.

3. Visual Scaffolding

Visual scaffolding is a strategy in which the language used in instruction is made more understandable by the display of drawing or photograph, maps, and video that allow the students to hear English words and connect them to the visual images being displayed (Herrel and Jordan, 2004 : 19)

4. Sorting Activities

Sorting activities is activities require the student to sort, arrange and match object, words, phrases and sentences according to set parameter(Herrel and Jordan, 2004 : 23) . As a strategy, sorting activities provides the students hand-one experiences with the manipulation of pictures, letter, words and longer text. They are

highly effective for use with English language learners because they provide for students to manipulate objects and written symbols to show their understanding of concept, while acquiring the vocabulary and structure needed for verbal interaction (Herrel and Jordan, 2004 : 26)

5. Drilling

Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases and even whole utterance (Thornbury, 2002: 63-64). As Thornbury describes, it might be useful noticing technique since it draws attention to the material that learners might not otherwise have registered. The effect of repeating of bound salience, move new items from working memory to long – term memory. It provides a mean for gaining articulator control over language of getting the tongue round it.

6. Story Telling

Stories are not just for listening, students also like telling stories. Teachers can create their own stories together with students and write them down on books. Students create illustration for the books home for their independent reading at home.

Stories can entertain, educate and give students cultural ability. In the English language classroom, the teacher can use well –

known stories to introduce and practice new language. Further, students also enjoy listening stories in their first language and understand the convention of narrative for example : as soon they hear the formula, *once upon a time*, they know what to expect next. For this reason, storybooks can provide an ideal introduction to the foreign language because the context is familiar to the students. Listening to stories for students is also a shared social experience. They share laughter, sadness, excitement and anticipation ; these built confidence and encourage language acquisition.

7. Varied Media

In Indonesia teaching context, English is as a foreign language, it is not spoken daily life in community, so that it is considered difficult to be learned. To decrease this difficulty, media is used to make the process of teaching and learning becomes easier and more interesting. It will make student have a motivation to learn. Suyanto (2008 : 22 ; cf. Murni, 2009) also says that the teaching and learning process for learners is more effective if the teacher use media to support the process it is because students love visual things, such as real things

In addition, Gagne and Briggs (1975; cf. Murni, 2009) say that media are physical instrument which are used to convey subject. They are books, tape recorders, cassette, movie, power point, flash cards, graphic, TV, LCD etc. These instruments can motivate students

to study. Furthermore, it is suitable to make varied method in teaching and learning English for students as well as varied media since they get bored easily.

F. Models of Vocabulary Teaching Strategies

Teaching strategy plays a central role in the process teaching and learning in order to use an appropriate strategy, teachers need to consider teaching objective, teaching – learning activity.

According to Schmitt (1997 : 221) the components or part of teaching strategies are divided into two major classes based on students learning strategies: discovery strategies and consolidation strategies. Each class consist of some strategies and it will explain as follows :

1) Discovery Strategies

Discovery strategies include several determination strategies and social strategies. A learner may discover a new word's meaning through guessing a word from a sentence or context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking someone else (e.g. teacher or classmates). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning (Schmitt 1997 : 209).

a. Determination strategy

Determination strategies are individual learning strategies, which help learners to discover the meaning of words by themselves with no assistance from peers, such as guessing the words from the context

(Schmitt, 2000 : 227). Determination strategy includes analysis of part of speech, analysis of word prefixes, roots, suffixes, noticing cognates and asking students for using a dictionary properly.

b. Social strategies

This group involves three sets of strategies. Asking question, cooperation with other and empathizing with other. Asking questions help learners to get closer to the intended meaning and thus aid students understanding when they learn vocabulary. Cooperating with peers and with more proficient learners, it will help students able to compare their abilities with others. By knowing students abilities it will be realized by students that they less or more capable, if it is feel less, students will learn more and if they have been able, students will always keep their abilities. Empathizing with other help learners to feel and think what other feel, so that the relationship between the learners and their peers will be more intimate. (Cohen, 1998).

2) Consolidation Strategies

Consolidation strategies is important to consolidate the strategy training by ensuring that students are aware of the strategies available to them and the situations in which they could be used. Consolidation strategies including :

a. Memory strategy

In general, memory strategies refer to involve making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It is held that “the kind of elaborative mental processing that the Depth of Processing Hypothesis (Craik& Lockgart 1972) suggests is necessary for long-term retention (Schmitt,1997 :213). Thus, memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning.

b. Cognitive strategy

Cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. Other cognitive strategies involve using some kind of study aids, such as taking notes in class, taping L2 labels onto their respective physical objects, or making a tape recording of word lists and studying by listening. Vocabulary notebooks are also recommended by numerous scholars to be implemented by learners to facilitate vocabulary acquisition. (Gairns and Redman : 1986).

c. Metacognitive strategy

Metacognitive strategies involve a concious overview of the learning process and making decision about planning, monitoring or evaluating the best way to study (Schmitt, 1997 : 205). Metacognitive strategies are positive predictors of vocabulary size and general English

proficiency, showing the significant role the metacognitive strategies play in teaching learning. Thus, this strategy need to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing.

