CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the success keys in learning English. Wu (2009: 5) defines that vocabulary is a list of words, usually in alphabetical order and with explanation of their meanings. Rowenhorst (2006: 4) and Bintz (2011:44) state that vocabulary is important to learn for comprehensible communication, without vocabulary the structures and function unable to use.

Vocabulary is a word that exists in language and has a meaning. Vocabulary is one of language components which are an essential aspect in English and also an important aspect of language development. Then, when the learners speak, write, listen, and read in English, of course the learners cannot avoid vocabulary. Nunan (2005: 150) states that vocabulary development is an important aspect of language development. It is one of the basic components of language, there is not any language exist without word.

From those statements above, it can be concluded that vocabulary is needed in order to master four skills, those are reading, speaking, listening, and writing.
2. The Importance of Vocabulary

Vocabulary was essential in communicating with other. If someone does not know the meaning of word used by other in communicating, someone will be unable to respond. On the other hand, vocabulary was important to express ideas or to ask certain information. Vossoughi (2009: 1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world.

Vocabulary also has an important role in language acquisition. It has to be mastered by the students in order to be able to conduct meaningful communication both orally and written. Alemi and Tayebi (2012: 81) define that vocabulary is the basic component of language proficiency which provides the basic 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: 528) state that students who have good vocabulary mastery will have good reading comprehension and high score on achievement tests than students who are lack of vocabulary.

The important role of vocabulary in language acquisition also can be strengthened by the statement of Wilkins in Thornbury (2002: 13) which states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Realizing the importance of vocabulary in language acquisition, Shukla (2012: 66) also argues that vocabulary should be placed in the centre 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.

From previously statements, it can be concluded that the role of vocabulary in English language is very essential because it is becoming the key of mastering the skills of English. Such as; speaking, listening, reading, and writing. It is known that every skill in English are related to both oral and written communications, and those communications are related to sentence, but there is no sentence without vocabularies.

3. Word Classification of Vocabulary

Word used to classify into part of speech: nouns, verb, adjective, and adverbs are the four largest groups. Eugene (1993: 8) state that the remaining classifications are essentially function words. Classifications may substitute for words in one of largest group serve as signals for various patterns, or relate one group of words to another. In English, the functional categories include pronouns and interjections.

There are four classifications or four largest groups’ such as noun, verb, adjective, and adverb.

1. Noun

Noun is a word used as the name of anything, person, animal, object, place, situation, quality or idea.
2. Verb

Verb is a word that expresses an action or state of being, and the time of when it is.

3. Adjective

Adjective is a word used to qualify a noun or pronoun.

4. Adverb

Adverb is a word which modifies a verb, adjective or another adverb.

4. Step in Vocabulary Teaching

Vocabulary is given in every level of language learner. In junior high school, the learner should be given the vocabulary lesson to give basic of knowledge in English. Vocabulary is realized as the main tool of communication. Meanwhile the main purpose of language teaching and learning is making the learner be able to conduct meaningful communication by using the target language. So that, as an English teacher important to know how the effective ways in teaching vocabulary.

Mc. Carten (2007: 20-23) suggest the following ways of vocabulary teaching:

a. Focus on vocabulary

Teacher should highlights vocabulary within the learning process in order to make the students realize the importance of
vocabulary in language learning. Besides, teacher also has facilitate them to make the vocabulary teaching and learning easy to understand by providing clearly marked vocabulary lessons, making practice and regular review for the target vocabulary, and giving list of vocabulary to be learned for the lesson.

b. Offer variety

Teacher can use different ways to present vocabulary including pictures, sounds, cards, and different text types with which students can identify. Offering variety also means catering to different learning styles because some students may use different learning styles for different types of language or in different learning situations.

c. Repeat and recycle

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before it can be said that the vocabulary have been learned by them. Therefore, repetition is an important aid in vocabulary learning because it helps the students in remembering and recalling the words taught by the teacher.
d. Provide opportunities to organize vocabulary

The aim of organizing vocabulary in learning process is to make the vocabulary easy to learn. Textbooks often present new vocabulary in thematic set as an aid to memory, but there are other types of organization such as real-world groups, language-based groups, and personalized groups.

e. Make vocabulary learning personal

Materials should provide opportunities for students to use the vocabulary meaningfully. Therefore, students should be encouraged to add vocabulary which desired to be learned by them. One note of caution is that personalization may be more appropriate for adult students than young students.

f. Restrict the amount of vocabulary taught in each lesson

Another important point is not overload students because there are limits to how much vocabulary anyone can absorb in one lesson and this will be affected by how difficult the words are and how much students are require to know them.

g. Use strategic in class

Since the classroom may be the main the main or only place that students hear or use English, it is important to include in lesson strategic vocabulary such as first, secondly, finally, etc. if the textbook does not include this as part of the syllabus, it will be up to the teacher as the most experienced
user of English to find ways to introduce this type of vocabulary in class.

5. Potential Problem of Learning Vocabulary

Learning vocabulary is not easy thing for students; usually the problems of vocabulary learning which are faced by them are the main cause of their lack of vocabulary. Therefore, the teacher has to know what their problem is in order to help the students to reach the goal of vocabulary teaching and learning. Rahimi and Sahragard (2008: 2-6) argue the following vocabulary learning problems:

a. Misconception

It is the serious problem in vocabulary learning. The students often get misconception on the elements of the target language such as the lexicon, for example the students often confused when English speaker or the teacher refer to two or three types of cooking vessels using the word *pot* while in their native language those vessel have different names.

b. Rote Learning

The students often forget the vocabulary taught by the teacher. It is not because their forgetting habit, but it is because there is no meaningful teaching and learning process in which can help them to memorize the vocabulary.
c. Dictionary use

Dictionary is mainly access for foreign language students because the access to native speaker of English is difficult to be gotten. Opening the dictionary is the main problem solver if the learners do not know the meaning of a word, but the dictionary is often used in wrong way because usually it is the first meaning of the difficult word which is chosen by them in translating the word. Meanwhile, the first meaning in the dictionary is not always the same with the meaning based context. Consequently, the wrong way will mislead them in finding the word’s meaning.

d. Lack of sufficient input

Foreign language learners do not have sufficient source to learn the target language. Teacher and textbook are their main sources to learn the target language, whereas to have good vocabulary acquisition, rich of sources are much needed.

e. Lack of output

Foreign language learners do not have enough opportunities to practice the new vocabulary have been gotten by them, though the vocabulary will be forgotten easily if the learners do not use it in the productive skills. Therefore, the learners have to find opportunities to practice the vocabulary inside or outside the classroom.
f. Memory

Memory has important role in foreign language learning. The students have to memorize all of the material including the vocabulary given by the teacher in long term memory, but forgetting is a common problem in foreign language teaching and learning.

There are some factors which make them forget the material, one of the factors is there is no interesting teaching and learning process.

6. Types of Vocabulary

There are two types of vocabulary, according to Jo and Marry (1997: 139), states the classification of the vocabulary is active and passive vocabulary:

a. Active vocabulary (Productive) is the words which the learner can use appropriately in speaking or writing. To use the productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the target language. The students are also hoped can be familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive vocabulary (Receptive) refers to language items that can be recognized and understood in the context of reading and listening.
The type of vocabulary which was focused in this study was productive vocabulary. The productive vocabulary is the words which the students can understand the meaning, pronounce correctly, and use constructively in speaking and writing. Thus, the students can produce the language well in communication activity. (Nurgiyanto, 2001:216).

7. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspect that teacher should convey to the students. According to (Harmer 2007: 16-21) there are some aspects of vocabulary that can be evaluated:

a. Word Meaning

Word meaning is an aspect of vocabulary in which a language learner is able to know and understand the meaning of the words being used.

b. Word Pronunciation

Word pronunciation means the way how the words are pronounced according to the international pronunciation system.

c. Word Spelling

Word spelling is the way how the words are spelt based on the regulation of phonetic-transcription.
d. Word Classes

Word Classes are categories of word. There are grammatical pattern should be practiced fluently to the students such as noun (countable and uncountable noun), verb complementation, phrasal verbs, adjectives and adverb. Classification of the words of a language in the way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

Aspect of vocabulary that will be use taught to the students in this research is only focus on three aspects; they were meaning, pronunciation, and spelling. The reason for choosing those aspects is it is suitable for the Keyword Technique which will be implemented in the class.

B. Keyword Technique

1. The Definition of Keyword Technique

According to Susan R.Old in Ahmad (2007:17) Keyword Technique is mnemonic technique in which a new word is associated with a similar sounding familiar word or keyword. Keyword Technique is technique that is used to increase memory. This technique needs students to think and looked for another word
from one word which has related or associates with the word. Furthermore, it will be easier for students to memorize many words and looked for as many as possible words from keyword that has associated with the word while studying in the class. Then, students will be easier to construct a sentence by finding another word, from the keyword.

These examples can be given to develop the Keyword Technique. According to (Redjeki Agoestyowati 2010: 140-141)
2. Teaching and Learning through Keyword Technique

   a. Preparation

   Prepare the step that will be performed in Keyword Technique.

   b. Implementation

   Begin the keyword technique with activities that stimulate the students to think, or example through the questions which encourage interested students to pay attention to the keyword technique. Actually, Keyword Technique is a simple technique for teaching vocabulary.

   There are some steps to implement Keyword Technique (Redjeki Agoestyowati 2010: 139-141) those are:

   1. Start the class by asking the students this question:
      For example, “Do you know KRISDAYANTI?”
   2. Ask the students to write down one word each about her on the board (it can be adjectives, verbs, names of something, names of places, etc.)
   3. It might be like this:

      Beautiful

      Rich

      Sexy

      Malang
4. Then ask the students to make a presentation about Krisdayanti by using the word above, for example like this:

*Krisdayanti is not only a sexy women but I think she is very beautiful. She is quite rich, too. She comes from Malang. She is a singer and she is one of the Indonesian’s Divas.*

Another student may have different opinion, then they can develop they opinion by themselves.

5. Then, ask the students to give their individual presentations in front of the class.

6. All students will have different sentences but at least they are using some similar words.

7. For variation in teaching learning process, if it technique use in a big class, teacher may ask only 3 representatives and ask the rest of the students to write it down and hand it in at the end of the class.
Another step to implement the keyword technique

1. The teacher prepared 10 words to the students. Then asks the students to write down the meaning of those words.

2. Teacher asks the students to find out another word which has associated with the word.

Keyword technique had been implemented by Ahmad Mustamir in learning English vocabulary. He was applied on first grade students of SMP 75 Makassar. This research can improve student’s reading skill to Find Out The Main Idea on SMP 75 Makassar, by using keyword technique students more enthusiastic in reading. They can construct another word by key word that had given by the teacher.

C. Basic Assumption

To improve vocabulary, students have to practice every day. Knowing that English is a foreign language, the teacher should look for the good and appropriate way of teaching vocabulary such as by using keyword technique.

Keyword technique is a technique which can be used to help students’ vocabulary mastery. Keyword Technique help the students to memorize some more words which are also helpful for supporting and
training students to be more active and interested in teaching learning process.

D. Hypothesis

The hypothesis of this research was that “Keyword Technique” could improve the students’ vocabulary mastery at the seventh grades of SMP Muhammadiyah 1 Purwokerto in the school year 2013/2014 and their English achievement as well.